

Mystery of the student occupation at PNL and a £560 telephone bill

by Simon Midgley

Last year's student occupation at the Polytechnic of North London's administration block led to a £6,000 bill for damages, loss, and other expenses attributable to the occupiers' actions. This is revealed in the latest report to the governors by Mr Terence Miller, the PNL's director.

The eight-week occupation, from March 3 to April 30, was in protest over student fee increases and the Inner London Education Authority's overspend on the PNL's policy.

Mr Miller said that the students' union accepted responsibility only for some personal losses. As a result it had paid £332 in compensation, but it had disclaimed responsibility for the remainder on the grounds that its policy had not included doing any damage.

The damage, the union claimed,

could have only been the work of "extremists" over whom it had no control.

"Whoever the unknown extremists may have been they succeeded in forcing upon the site in my office and in increasing the bill on my outside-line telephone from its normal £20 a quarter to £560," Mr Miller comments.

He adds that the polytechnic cannot take legal steps against the students' union to recover its losses because the students' union is not a corporate body and in any case was technically a part of the polytechnic. By contrast, the students' union could, if it wished, sue the polytechnic.

The occupation interrupted the normal cycle of court, academic board and faculty board meetings, and procedures connected with the admission of students for the year 1977-78 were also totally interrupted, the report states.

"The effect of this last cannot even now be completely assessed,

but it is certain that many applicants who would have come to the polytechnic this autumn did not arrive," having had to apply elsewhere.

A more important, long-lasting, consequence of the occupation, however, was its effect on staff morale.

"For a number of reasons, but mainly because of different attitudes taken by representatives of the staff unions, the staff on the Holloway Road site tended to become divided and took up somewhat distinct attitudes (a) to the students' union and the 'occupying force' and (b) to the directorate.

"The effect of these diverse positions and the tensions between them was unfortunate in that it led to general feelings of irritation and discontent. These symptoms of discontent took a long time to dissipate, and to some extent still linger, as a kind of bad taste long after the events which produced them."

Heriot-Watt in agreement over art student awards

Students in art and design graduating from Edinburgh College of Art will in future be awarded BA degrees by Heriot-Watt University, following an agreement reached between the university and the college.

Two years of discussion between the two institutions and a report by a panel of external assessors preceded the decision, which will apply to the college's four-year full-time diplomas in art and design.

The six assessors, led by Professor Lawrence Gowing, Slade Professor of fine art at University College, London, held that the college's application to the university for validation of its courses was justified by the existing links between the two institutions.

The assessors concluded that the college was "of a standard both in facilities and experience to offer in conjunction with the university degree-level courses and that the standards which are expected of these degree courses can be well sustained and developed by the college."

The college has agreed to a recommendation by the university senate that a school of humanities and complementary studies should be set up at the college prior to the validation agreement coming into force.

The agreement would also entail appointing full-time lecturers in the history of art and art and design. An academic advisory committee will be created to advise the university on proposals submitted by the college.



The first visual arts fellowship in the South East has been awarded to Mr Andrzej Jackowski (above), as painter in residence at the University of Surrey. It has been offered by South East Arts in conjunction with the Arts Council of Great Britain.

'Extraordinary finances' attack by principal

The Government's handling of university finances was attacked last weekend by Professor Herrieck Saul, acting principal of Edinburgh University. Presenting the university's report for 1976-77 to the half-yearly meeting of the General Council, he said they were now well into their second term but did not yet know the final level of academic salaries that had operated since October. Nor did they know the extent to which the government would provide the funds for any increase in the salaries bill.

"What an extraordinary way to be required to run an institution with an annual budget approaching £25 million," said Professor Saul.

He added that the universities must accept self-sacrifice at times of national economic difficulty. But what had happened was that universities had borne far more than their share. The "ill-considered decision" to raise tuition fees also had the effect of making income far more difficult to predict.

Professor Saul said the university had been required to produce savings of £900,000 by the end of the current academic session in response to the 4 per cent fall in their allocation from the Government for 1976-77. Their target of achieving three-quarters of the required savings by August 1977 had been reached.—TBS.

Specialists...or Jacks of all trades?

How do social workers see their job? In New Society, out today, Olive Stevenson, professor of social policy and social work at the University of Keele, discusses a national research project which throws new light on the generic/specialist debate.

NEWSociety
OUT TODAY 25p

Open college link-up aids part-timers

by Maggie Richards

Five colleges in North West England which offer mature students an alternative route into higher education have formed themselves into an open college federation.

The aim of the federation is to establish stronger links between the five colleges, and with the higher education institutions participating in the scheme. It is also hoped that other colleges in the region will adopt the system and join the federation.

Courses taught at the five colleges are aimed at mature students studying part-time who, on the completion of the required number of course units, can apply for admission to undergraduate degree courses at Lancaster University, Preston Polytechnic, and four colleges whose degree courses are validated by Lancaster.

The open college system was pioneered at Nelson and Colne College in April, 1976, and the first students to complete the necessary six units of study will emerge from the college later this year.

The four other colleges of the new federation—West Cumbria, Accrington and Rossendale, Lancaster College of Adult Education, and Morecambe College of Further Education—are now teaching the four units of the first stage.

All the courses are administered by an academic committee made up of representatives from the associated institutions, and Lancaster and Cumbria education authorities. The committee is responsible to the university senate and academic board of the polytechnic.

The creation of the federation has been welcomed by Sir Charles Carter, vice-chancellor of Lancaster University. He commented: "Setting up an open college federation constitutes an important step forward in meeting the needs of mature students. It shows that the university, polytechnic and the member colleges are interested in tackling the problems together rather than working in isolation."

"We hope that the interest shown in the open college courses by applicants, colleges and local authorities in the region will continue to develop. We see the courses not only offering a valuable alternative to O and A level examinations, but also providing a programme of studies worth taking for their own sake."

Nelson and Colne College developed the course in a bid to provide a more suitable syllabus for adult learners.

Mr David Moore, the college principal explained: "Mature students need more flexible learning opportunities and are capable of coping with many different approaches."

The open college units draw on ideas from several disciplines, and do not, in many cases, fit the orthodox subject divisions found at school.

The initial units include an introduction to study techniques, basic concepts and scientific method.

A handbook for students who wish to pursue their higher education in European Economic Communities has been published by the Commission of the European Communities. It is intended to promote the free movement of staff, students and researchers throughout the Community. The handbook costs £2.60 and is available from the Office for Official Publications of the European Communities, P.O. Box 1003, Luxembourg.

£125,000 gift to British Museum

The Wolfson Foundation has given £125,000 to the British Museum for the reorganization and exhibition of its reserve collections of classical sculptures and inscriptions.

In brief

Bilingual student journal launched

The first totally bilingual student journal went on sale in all over Wales this week. The *Cyffwrdd Cymru* (the Welsh for Wales), the first bilingual, radical journal in Wales, is published on a "national, bi-basis" and the first "bi-bilingual, radical journal in Wales."

New guide to language courses

A comprehensive and up-to-date guide to language courses in techniques and other colleges has been compiled by the Standing Committee of Heads of Modern Languages in Polytechnics and other Colleges. Published in January by the Centre for Information on Language Teaching and Research (CILTR), the guide is intended for careers advisers, heads of department and teachers. Copies can be obtained from CILTR, 20, Carlton House, Ten, London, SW1Y 5AP (price 75p).

Summer jobs

Details of summer jobs available in Britain and abroad are listed in three handbooks just published: "Summer Jobs in Britain", "Summer Jobs Abroad", and the "Directory of summer employment in America, are all available from the Open University, 1 Park Square, Oxford. The American directory costs £4, the other two handbooks are priced at £1.95 each.

Smeaton medal

Sir Leonard Rodshaw, the former chairman of Vickers Obituary has been awarded the 1977 Smeaton Medal in recognition of his outstanding contribution to development of advanced engineering techniques. The medal was established in 1974 by the Institution of Mechanical Engineers (IME) in conjunction with the Smeaton Society of Civil Engineers to mark the 250th anniversary of the life of the eminent engineer, Sir Smeaton (1724-1792), best known for his construction of a lighthouse at Eddystone Rock in 1759.

A lesson from James Watt

Technological universities must be aware of the need to provide a congenial and hospitable environment in which the inventor or innovator is able to flourish, Dr Tom Johnston, President of the Watt Club said last week.

In his presidential address to the club at Heriot-Watt University, Dr Johnston, chairman of the power services Commission, drew some contemporary lessons from the career of James Watt, the great Scottish inventor and pioneer of steam power.

He said that a study of Watt's life contained useful lessons in education and training, innovation and financial risk-taking and the identification and grooming of entrepreneurial talent.

"Surely the message for a technological university is that it should seek to provide that subtle but crucial environment in which habits of thought are not pre-programmed but encouraged to range widely in inquiry, probe and open up new vistas."

"We cannot expect to plan a 'correct environment' in which progress will flourish. If we do, it will be remarkably arrogant. But it should at least be aware of the need to encourage that sense of wonder which seems to me to be at the essence of the life of James Watt," he said.

Dr Johnston added that education was still inclined to structure the educational experience in a "correct" way. "The important thing is to avoid closed systems of thought and institutional arrangements for education and training, and for the development of management expertise. We need variety, change and flexibility."

Older and wiser? Sue Reid reports on two adult Open University success stories.

'Highly motivated' OU graduates want to go on

The great majority of Open University first degree graduates, who apply to continue their studies at other institutions of further and higher education are offered places, according to the initial findings of a new research survey.

The survey, carried out by the university last year, shows that there is a very high level of student interest in continuing beyond an ordinary degree level qualification.

Of the 1,700 students interviewed, each of whom had graduated between 1971 and 1975, 40 per cent were working towards an honours degree within the Open University or had already obtained this level of qualification. Only 25 per cent had definitely ruled out the possibility of continuing to honours, and 7 per cent of these had proceeded directly to postgraduate studies or vocational training courses.

Nearly three quarters of the sample not employed in education on starting an Open University degree programme, and 65 per cent of those working as teachers or lecturers, were interested in studying for a higher degree with the university.

More than 2,000 of those interviewed had considered using their Open University qualifications as a basis for applications to other educational institutions, and a significantly high number of graduates had already tested out the value of their Open University qualification as a means of entry to other courses.

Overall, 86 per cent of the graduates who had applied had been offered places elsewhere. This, the survey maintains, shows that Open University qualifications are fully recognized and that its graduates are highly regarded by other institutions.

Trade unions urged to seek educational leave as part of lifelong learning drive

A call for a coherent system of recurrent education designed to offer opportunities throughout life is made in a new pamphlet produced by the Young Fabians.

But the pamphlet, by Tom Schuller—a former research associate with the trade union research unit at Ruskin College, and now a research fellow at Glasgow University—pinpoints some of the risks involved if there is too little acceptance of the principle.

The pamphlet, "Education Through Life", also urges greater efforts to bring about more cooperation between educationists and the industrial sector.

It points out that the provision of adult education opportunities is a more economic proposition during a recession—when there is a greater demand for education and training to meet the needs of the unemployed—but argues that recurrent education in industry should embrace all workers, and not be used as a "fire-fighting" device to occupy the time of the jobless.

Suggesting a number of steps to

be taken towards achieving the goal of lifelong education, the pamphlet argues that there cannot be one overall blueprint. "Progress towards recurrent education will be evolutionary," it says.

Commenting on one of the side-effects of the adult literacy campaign, Mr Schuller says it revealed an enormous latent demand for education—a concept hitherto largely excluded from the vocabulary of educational planners.

Mr Schuller has shown that for many people a return to education is a real option if, and only if, they are actively informed of its availability.

Trade unions are urged to press for educational leave as part of improved working conditions—particularly at present when bargaining power is restricted by wage restraint. Powerful unions, it is suggested, could spearhead the way, with the eventual extension of the right of educational leave to the whole population.

On financial implications, the pamphlet says the direct cost of implementing a system of recurrent education must be weighed up

against the present "negative costs"—the costs of inaction, of allowing people to remain without education, of possibly depriving society of the talents of a large number of people, of preparing itself for the future. Even a static analysis shows that there are enormous sums being devoted to essentially negative maintenance costs.

The pamphlet argues that existing financial support is overwhelmingly geared to prolonged initial education. "What is needed is an aid policy to guarantee support for students who decide to defer their further education, or combine it with part-time employment," it maintains.

In the longer term, the pamphlet suggests funding by a system of educational insurance, similar to financing of the national health service, or study of the American notion of post-school educational entitlements.

Education Through Life, by Tom Schuller, a Young Fabian pamphlet, published by the Fabian Society, 11 Dornmouth Street, London SW1, Price 6p.

London, page 16

'Listen, talk and listen,' Dahrendorf says

Universities must be prepared to listen, talk and listen again in dealings with their students, Professor Ralf Dahrendorf, director of the London School of Economics, says in his annual report.

Writing of last year's student strike over union fee increases, he says: "Rarely has it been more necessary to give reasons for authority and rarely has it been more difficult to do so."

He adds that he would like to think that universities have learnt a lesson in the past 10 years. The distinction between people's political convictions and their academic duties had been maintained in Britain. But there was more in mind.

"Eruptions of disaffection do not

mean that there are hostile camps in a university. The first question these in responsibility have to ask is whether the students are asking a question to ourselves: what have we done wrong? what have we done wrong? what have we failed to do?"

There can never be too much information, communication and open government, he adds.

Professor Dahrendorf repeats his support for the idea of a "British Brookings". "Given the notoriously short-term nature of British politics—and the notoriously long-term nature of academic research—there is clearly a case for bringing the two together around medium-term concerns. Somewhere between the Central Policy Review Staff and the

universities, there is a place for policy-oriented research and informed debate," he writes.

On the financial position of the school he remains gloomy in spite of the fact that last year, 1976-77, did not turn out as badly as he had anticipated a year ago.

"The situation is expected to worsen, however, in 1977-78 (when our income seems likely to remain static while it is inconceivable that inflation will cease) and in 1978-79. Partly because of a reduction in the rate of increase of public expenditure, partly because the extent to which inflation turns into real increases in real decreases, there is likely to be a significant decline in our real income."

Cheers! It's Pamela, the barmaid BA

Barmaid Mr. Pamela Edwards (left) is 38, and works at The Queen in Abingdon, Berkshire. She has just graduated from the Open University with a BA after nearly having to drop out of the course because of lack of funds. She has five children, earns £25 a week behind the pumps, and also receives family income supplement.

She was one of nearly 1,000 Open University students to apply for financial help from the university's newly established hardship fund in 1976. Altogether the fund allocated a total of £23,977 that year. Last year, because of fee increases, £16,700 was awarded to 2,651 students on Open University courses in need of extra funds.

At a special press conference in London last week, Mrs. Edwards spoke of the sacrifices she had made to become a graduate. "I might have been going to giving up without the help of the hardship fund. My local authority has paid my summer school fees, but I have five children to support."

She now plans to take a postgraduate certificate of education and has been offered a place at Worcester College of Higher Education.

The line-up of hand-picked Open University graduates paraded before the press this year included Mrs. Jill Johnson, a widow and self-employed plant hire contractor. She found the university's fees "tolerable" and says the degree course changed her life.

But despite the fact that some students cope with the fees which now stand at £52 for each credit course Sir Walter Perry, the vice-chancellor, gave a warning about the social problems of studying part-time and possibly the more striking problems of increasing fees and reduced availability of grants.

He claimed: "Only the last of these problems can be solved by Government action."

Marlborough archives go to BL

by Judith Judd

The Blenheim archives, which form part of the estate of the 10th Duke of Marlborough, are to go to the British Library, Lord Donaldson, Minister for the Arts announced in the Lords last week.

The decision, which has been taken on the advice of the Royal Commission on Historical Manuscripts, is against the wish of members of the Duke of Marlborough's family that the papers should be placed with the other family collections at Churchill College, Cambridge.

In a written reply to a question from Lord Painsbury, Lord Donaldson said he was aware of the wishes of the duke's family.

"In deciding that they should be assigned to the British Library, I have in particular been influenced by the Commission's advice that the cataloguing, arrangement and scholarly use of the Blenheim archives will require constant reference to and close comparison with other papers of the period already held by the British Library."

Lord Donaldson said he had also been impressed by the scale of the resources required for the proper cataloguing and conservation of the collection which contains about 30,000 documents.

The archives include the official and personal papers and correspondence of John Churchill, first duke of Marlborough, the papers and correspondence of his wife, Sarah, and the official and personal papers of their son-in-law, Charles Spencer, third earl of Sunderland.

Aid to children

The Nuffield Foundation has made a grant to the School of Oriental and African Studies in London University to investigate ways in which Chinese children at school in Britain may be helped to overcome linguistic and other difficulties.

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ACADEMIC DEVELOPMENTS

Part-time art and design MA for lecturers

by Simon Midgley

A further dimension has been added to the in-service training provision for teachers, lecturers and others professionally engaged in art and design education in the North West: an MA or post-graduate diploma in art education.

Manchester Polytechnic's department of education is now offering advanced level courses in art and design education leading to these awards. The evening courses, which began in October 1977 and are validated by the CNA, were designed by the Centre for Art and Design Education, and were created for teachers and lecturers in schools and colleges, for whom few opportunities exist to develop knowledge and expertise.

The postgraduate diploma course lasts two years and the MA course three. They are linked by a

common year, thereby enabling suitably qualified candidates to transfer to the MA course after one year or gain remission of a year having been awarded the diploma.

Both courses offer the opportunity for critical examination of the theories and practices of art and design education.

The postgraduate diploma course is oriented towards educational practice; the MA seeks ultimately to engage its students in theorizing and academic research. Diplomates will also gain research expertise by devising, undertaking and reporting a project located within their current professional situation.

The need for the creation of a substantial body of research findings centred on the problems of art and design education, and for the further accumulation of theorizing upon its nature, has been noted. The theses of the 12 students who began the MA course last September will initiate Manchester Polytechnic's contribution to these areas.

Cash boost for consumer affairs

by Maggie Richards

A short course on consumer affairs produced by the Open University is to receive a £12,000 grant from the Government.

The course, entitled "Consumer Decisions", will be launched in October by the Open University in conjunction with the Consumers' Association. It has been designed to advise on new consumer laws and regulations, and to show people how to make sensible choices when purchasing goods.

Government assistance for the course is intended to keep down the cost, and so attract as many participants as possible.

Welcoming the new course, Mr Roy Hattersley, Prices and Consumer Affairs Minister, said: "The Government can, and does, give important protection to the consumer through legislation and promotion advice services. But there is also a need to find ways of educating adult consumers."

He added: "This eminently practical course should be of real value to consumers, and I am glad to give it the financial support necessary to bring it within the means of a wide range of potential students."

As with other Open University courses, materials will be dispatched by post and supported by television and radio programmes.

An Open University spokesman said: "It is intended that the course will be firmly based on the realities of modern living. Despite all the interest in 'consumerism', there has never been a short course available to people in their own homes to guide them through the maze of legislation and information."

"The accent in this course will be on taking positive decisions so that the need for rights and redress only emerges as a backdrop."

Double degree chance for new 'giants of industry'

Strathclyde University is to start a double degree course to train future leaders of manufacturing industry.

Last May the university was chosen by the University Grants Committee as one of five British universities to lead new initiatives in engineering education in line with the Government's drive to attract able students into careers in engineering in manufacturing industry.

The new course is a double degree of BSc BEng with honours in manufacturing sciences and engineering. It will last five years.

It will begin in October this year and will run in addition to the university's four-year BSc honours courses in specialist branches of engineering.

The study of general engineering and manufacturing technology will be integrated with business studies. There will be several periods of supervised industrial training totalling nearly two years and leading to recognition by the relevant chartered engineering institutions.

The course has been designed by a university working party under the chairmanship of Professor J. M. Harvey, the deputy principal of Strathclyde.

Pulsar programme from OU

A special programme to commemorate the tenth anniversary of the discovery of pulsars by a research team at Cambridge is to be screened by the Open University's BBC unit.

Professor Antony Hewish, professor of radio astronomy at Cambridge University, who led the research team and was later awarded a Nobel Prize for physics, has agreed to present the 50-minute programme, which will deal with the growth of knowledge about pulsars.

He was invited to take part in the programme by the Open Science Society of the Open University in collaboration with the Royal Astronomical Society.

Professor Harvey, who is head of the department of mechanical engineering, said: "The course's objectives are closely related to the functions of engineering design: manufacturing management, including such aspects as creative design of both human and material resources; its approach is directed towards the solution of problems encountered by engineers in industry."

"We are enlisting the aid of collaboration of leading industrial concerns in the development of the course and training of our students in particular by providing industrial training places and helping to devise relevant material for a project work and by sponsoring it students and employees for a course."

"Liaison with industry will be one of the main functions of a course supervisor who will be senior academic responsible to the board of study for the running of the course."

In the first year up to 20 students will be enrolled but the number will double the next year. The course is expected to attract people from industry as well as those from school.

The Open Science Society, an extra-curricular group of Open University students and staff, has the programme to be the first several in different areas of science and technology.

It is also the first of a new programme for the Open University BBC unit—aiming at an audience wider than Open University students.

Last year the first full set designed specifically for non-graduate students was broadcast, to accompany two Open University experience courses, "The 10 Years of Life" and "The School Child".

North American news
Strong student concern over energy issue

from our own correspondent

WASHINGTON
Energy and the environment are the major national issues for American students, according to the twelfth annual Freshman survey by the American Council on Education and the University of California, Los Angeles.

This year energy conservation replaced the environment as the principal issue: 81.9 per cent say the government should be doing more to discourage energy consumption. Almost as many (81.2 per cent) feel the government is not doing enough to control pollution.

Consumer protection is the third main issue: 71.2 per cent say there should be more protection from faulty goods and services.

The survey director, Professor Alexander Astin of UCLA, comments that "college students are more strongly supportive than ever of federal efforts to discourage energy consumption despite the many pressure groups that have opposed President Carter's energy proposals."

The 1977 survey is based on questionnaires completed by 300,000 first-time students entering 550 colleges and universities. Since the survey started in 1966, nearly 4m undergraduates have participated.

Comparison with past years gives a fascinating glimpse of the way students' attitudes and abilities have changed. For instance, the proportion of freshmen is now supported by a majority of freshmen: 52.9 per cent, up from 48.4 per cent in 1976 and only 19.4 per cent in 1968.

On the other hand more students than ever feel "there is too much concern in the courts for the rights of criminals": 64.3 per cent, compared to 59.7 per cent in 1976 and 48.1 per cent in 1971.

As for political labelling is concerned, students continue to move toward the centre, with 56.6 per cent now calling themselves "middle of the road". This category has increased at the expense of liberal and far-right students, down from 37 to 27 per cent since 1970.

The percentage who say they are

conservative is 10 per cent, but has remained stable at 15 to 17 per cent for several years. That political label can be misleading, since the decline in students who call themselves liberals has been accompanied by increasing liberalization of student attitudes about legalization of marijuana, student power and civil rights for women, says Professor Astin. "Views that were once considered liberal are now a part of the mainstream of opinion among today's college freshmen."

Their future plans show increasing interest in law (18.1 per cent) and declining interest in teaching (6.9 per cent). In 1966 teaching was nearly twice as popular (21.7 per cent) as business (11.6 per cent).

In the past year there have been very big jumps in the percentages who want to be "very well-off financially" (58.2 per cent in 1977, 53.1 per cent in 1976 and 40.1 per cent in 1967) and who say an important reason to go to college is to be able to make more money (62.1 per cent today, 53.8 per cent in 1976, 49.9 per cent in 1971).

"Inflationary trends in students' high school grades continued in 1977, but at a somewhat lower rate than in previous years," the survey reports. "A's" students (15.7 per cent) now outnumber "C's" students (18.8 per cent); in the late 1960s there were twice as many "C's" as "A's" students. Sixty-one per cent of the freshmen themselves now agree that "grading in the high schools has become too easy."

There has been a substantial decline in several areas of knowledge. Nearly half the 1967 freshmen said they knew the personal freedoms guaranteed by the Bill of Rights; the proportion today is 29.7 per cent.

The percentage that can describe the difference between stocks and bonds has fallen from 40.8 to 22.2 per cent in 10 years. But 5.2 per cent can now programme a computer, compared with 2.0 per cent in 1967.

Ontario turns down 'study in America' proposals

The Ontario government has rejected a controversial Royal Commission recommendation to stop funding Algonia University College from the end of this year.

The Ministry of Colleges and Universities will continue to provide normal operating grants to the college. In addition the Ministry of Northern Affairs will give it up to \$100,000 a year over the next five years.

The proposed shutdown of the college, situated in the remote northern border town of Sault Ste Marie, provoked fierce opposition from the Canadian Association of University Teachers.

What particularly angered the CAUT was the suggestion that the area's Canadian residents wanting to study locally could go to nearby Lake Superior State College across St Mary's River in Sault Ste Marie, Michigan.

Dr Donald Savage, executive director of CAUT, said: "The report's findings were extraordinary in that an Ontario Royal Commission recommended that an American university deliver higher educational services in Ontario."

It was equally extraordinary that the commission should find the idea that Ontario should be responsible for the education of all its citizens "nebulous", particularly given the sharp focus on Canadianization of universities which has been given by the Ontario Ministry of Colleges and Universities.

At present Algonia has about 200 full-time and 600 part-time students. It is situated in old and inadequate buildings that used to house the Anglican Mission to the Indians.

Despite the college's reprieve, Ontario's Universities Minister, Dr Harry Farrin, said no capital commitments could be made to fund its long-term viability had been ensured.

Ohio State University's Centre for Vocational Education has been designated the National Centre for Research in Vocational Education by the United States Office of Education. The government will provide operating funds of \$4.5m a year up to 1982.

Rockefeller President

Professor Joshua Lederberg, Nobel Laureate and chairman of Stanford Medical School's genetics department, has been elected President of Rockefeller University, the all-graduate research university in New York.

Cutbacks threaten 'sandwich' courses

from our own correspondent

WASHINGTON
Budget cuts in the education programme of President Carter's 1979 budget were one of 1,500 cut. The most surprising was a proposal to phase out the government's national Cooperative Education Programme, which has helped 792 colleges and universities start co-op schemes—roughly equivalent to Britain's sandwich courses—since it started in 1970.

The Department of Health, Education and Welfare (HEW), which will spend \$12m in 1978 assisting institutions to plan and administer co-op schemes, wants to cut this to \$3m next year and then wind the programme up.

It has "largely accomplished its original purpose", according to a small paragraph in the middle of the 1,100-page appendix to the official 1979 budget document released last week.

However, cooperative education, like every other field of endeavour in the United States, has its lobbyists who will fight hard to keep the federal dollars flowing. The co-op lobby is confident of success, knowing that its field has considerable emotional appeal in Congress.

"The idea of students alternating periods of paid work with their studies and gaining work experience—it's as American as motherhood and apple pie," said a staff member of the House of Represent-

atives. "Cooperative education is a very important part of the education of our youth."

The Cooperative Education Programme was increased from \$10.75m in 1976 to \$12.25m in 1977 and \$14m in 1978.

This year HEW gave grants in the region of \$40,000 to about 260 colleges and universities towards the administrative costs of starting or extending co-op schemes with employers in government, industry and commerce. They cover all fields, though engineering, where co-op education started, is still its stronghold.

More than 200,000 undergraduates in 1,100 colleges and universities are currently involved in co-operative education. HEW officials believe that almost all the institutions that needed aid to start a genuine co-op programme have now been helped. More and more money is now being spent on "marginal" schemes.

The abolition of the programme is in accordance with the official policy that, in the words of the 1979 Budget document, "the focus of (federal) higher education aid will continue to shift from institutional support to direct student support."

However, the proposal in the same Budget to spend \$80m on grants and loans to help universities and colleges remove architectural barriers to the handicapped

Major particle detector is planned

American physicists are planning to build the world's biggest astronomical instrument—four miles beneath the surface of the Pacific Ocean near Hawaii.

The project is known as DUMAND, an acronym for Deep Underwater Muon and Neutrino Detector. Professor Frederick Reines of the University of California at Irvine, who is chairman of the steering committee, says it could open a new window to the universe.

Professor Reines was co-discoverer of the neutrino in 1956. Neutrinos are subatomic particles that are thought to be or have been produced in vast quantities by some of the most energetic and most violent processes in the universe, such as supernovae, collapsing stars, Seyfert galaxies—even the original Big Bang itself.

Because neutrinos have virtually no mass or electrical charge, their interactions ("collisions") with other matter are extremely weak and infrequent. Therefore a gigantic detector like DUMAND is needed.

DUMAND will encompass 1,000 million tons of sea water, making it a million times bigger than any previous neutrino detector.

Seventy scientists and engineers are already involved in DUMAND whose headquarters is at the Scripps Institution of Oceanography at University of California, San Diego.

DUMAND has not yet received any government funding, but federal agencies are considering a request for \$1,400,000 to cover a two-year design study. The entire project would cost an estimated \$35m over seven or eight years.

It's going to vary greatly according to discipline. For example, in chemistry one would anticipate opportunities for a fair number of cooperative proposals," says Dr Wilson.

"The marriage between university scientists and industry was especially productive and valuable in both histories and to the economy before the Second World War. After the war and especially after Sputnik, a number of factors operated to bring about a separation," commented NSF director Dr Richard Amdur.

Dr Amdur does not lay down a rigid framework for the cooperative proposals. Either party, company or university, will be able to receive the grant, but the "active participation" of both will be required for the proposal to be given special consideration. The industrial firm or group of firms might contribute personnel, services or funds to the work.

Under California's Master Plan for Higher Education, the UC system is supposed to select from the



What is only the third known portrait of the seventeenth-century metaphysical poet Andrew Marvell has been discovered in the University of Texas Humanities Research Centre. The other portraits are in the National Portrait Gallery, London, and in Hull, the poet's birthplace.

The painting is in oil on a copper oval about 21in high, with a gilt mounting on velvet.

Apparently part of Horace Walpole's collection at Strawberry Hill, it was bought by the Earl of Derby in the early nineteenth century and sold by the Earl's descendants at Christie's in 1967, according to Dr Norman Farmer, the University of Texas associate professor who found it.

A New York dealer bought it and then resold it to the Texas Humanities Research Centre. It had been in the collection for 10 years before Dr Farmer unearthed it.

California increases 'special' entry

The University of California Board of Regents has voted to expand its special admissions programme through which the nine UC campuses offer undergraduate places to minority candidates who do not meet the normal entrance criteria.

The Regents approved by 13 votes to five a new target for the programme of 6 per cent of the undergraduate intake (1,400 students a year) from 1979, the present level is supposed to be 4 per cent.

The move is a response to protests that the tighter admissions requirements which the university adopted last autumn (THE, November 25, 1977) would be minority applicants particularly hard.

Under California's Master Plan for Higher Education, the UC system is supposed to select from the

and to make a concerted effort to diversify its student body with this plan.

Ms. Janice Freeman, executive director of the National Commission for Cooperative Education, says her organization, which represents the universities with co-op programmes, will be lobbying for a continuation of the federal co-operative education programme at the \$15m level through 1979.

According to Ms. Freeman, genuine co-op schemes must offer students an integrated programme of alternating paid employment and study periods. Just one period of work experience is not enough.

For example, at Northeastern University in Boston where 8,400 undergraduates take part in the United States' biggest co-op scheme, students spend their whole freshman year on academic study, but then for their remaining four years they alternate three or six-month spells of work and study. They receive a Bachelor's degree after five years, of which the periods of paid employment constitute two years.

There is an unusual reason why Congress may continue federal funding of co-op education: it is the only federal education programme that makes a profit for the government, thanks to the taxes paid by students during their periods of employment. These add up to \$33m a year, according to one estimate.

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Joint research with industry to be boosted

The National Science Foundation this week launches a major effort to increase university-industry cooperation over scientific research.

Everyone involved in the NSF's grant-giving machinery has been told to give special consideration to research proposals sent in jointly by a university department and one or more industrial firms. Letters are going out to the academic and business community telling them of the new policy.

The initiative applies to the whole of the NSF's \$830m research programme in both basic and applied fields. However, Dr Kent Wilson, NSF director of planning and resources management, said that no specific target has been set for the support of cooperative research.

Jointly prepared proposals from cooperating institutions will compete directly for funds with regular academic research projects. Their cooperative nature would be a plus, he said, so that in a competition between two equivalent proposals, one from a university department and one from a college and a firm, the latter would win support.

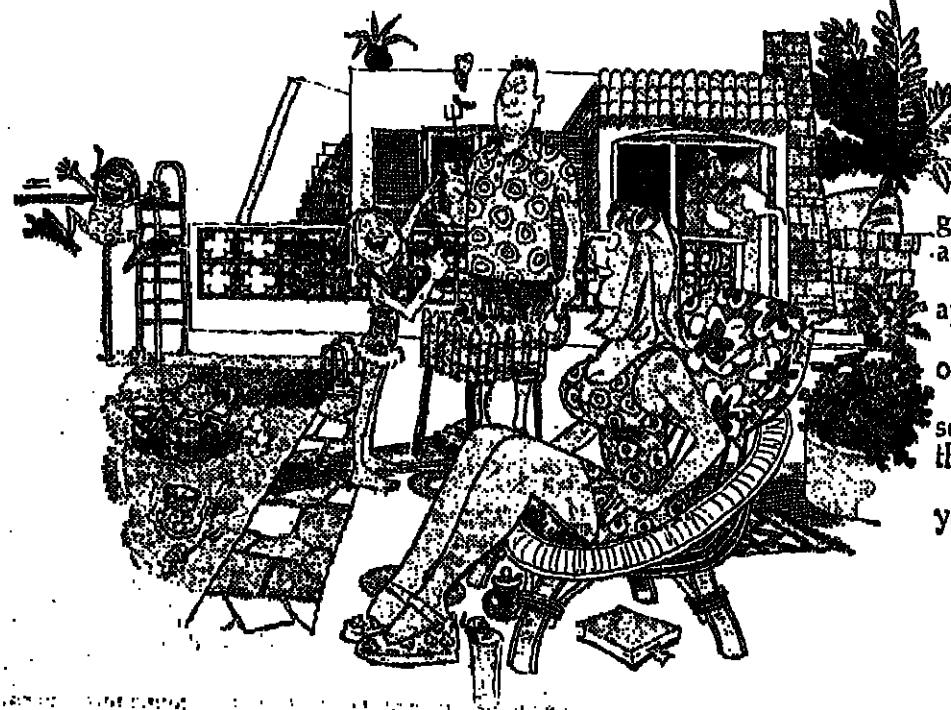
At present the number of cooperative research projects supported by the National Science Foundation—the American counterpart of Britain's Science Research Council—is very small, Dr Wilson says.

He and other NSF officials are unwilling to estimate the proportion of their grants they expect to go to university-industry research in future or to say how much cooperative research they want to see.

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Inquiry to be held into training

from John Kirkaldy

SYDNEY A wide-ranging national inquiry into teacher training at all levels of tertiary education is to be launched, the federal Minister for Education, Senator John Carrick, has announced. Carrick recently told a Young Liberal convention at Adelaide. Senator Carrick said that one of the factors involved in the over-supply of teachers was fewer resignations. Up to three years ago, the number of teachers resigning each year averaged about 13 per cent. In the past two years, this had fallen to 9 per cent, meaning that an extra 5,000 teachers remained in the workforce each year. He predicted that it would not be necessary to regulate entrance to teacher training colleges to stave off over-supply. "It is self-correcting. The volume of people coming forward to university is virtually static and the volume coming forward to colleges will decline. There is a natural sorting out," he said. The debate over the supply of teachers has important consequences for Australian tertiary education. In 1977 there were 73,000 people enrolled in universities, colleges of education and teacher training colleges. About 20 per cent of students at universities and colleges of education are on some form of teacher training scholarship. A reduction in these numbers could have important consequences for institutions which are already facing reductions in federal funding.

Republic of Ireland

Numbers increase by only 10pc—and fewer choose arts

from Paul McGill

DUBLIN Full-time university numbers in the Republic of Ireland went up less than 10 per cent in the five years to 1975-76, according to a report by the Higher Education Authority. Undergraduate numbers rose only 8.8 per cent, but the postgraduate sector did better with an increase of 15.8 per cent. Although more recent figures have been made available unofficially (THESE December 2, 1977), the report concentrates on general trends over the first five years of this decade. There was a move, for example, away from the arts—which grew only 1.9 per cent—towards engineering, science and professional subjects. Science enrolments rose by one quarter and engineering by 23 per cent, while law recorded a growth rate of almost 85 per cent. Despite the importance of agriculture in the Irish economy, only subjects to suffer a decline were agriculture, medicine, agricultural science and forestry. Part-time numbers fell by 15 per cent, though this was due entirely

India

UGC urges more selection

from A. S. Abraham

BOMBAY A University Grants Commission document has advised universities to admit students selectively from now on and simultaneously to open all their examinations to private candidates. In addition, it says, the government service must "de-link" most jobs from degrees. If this is done, perhaps the biggest reason why so many school-leavers open wait a degree at all costs will be removed. At present, a degree is an essential qualification for even the humblest clerical post. The UGC suggests that employers themselves should conduct appropriate tests for applicants. This will leave the universities free to do their real work: the preparation of intellectual and highly skilled manpower, the pursuit of research, and the advancement of knowledge.

Ideological splits endanger stability of top union

from Guy Neave

PARIS Bitter strife between the membership and the national executive threatens the future of the Union Nationale des Etudiants de France (UNEF). With a claimed membership of 32,000, the union is the most influential in French student politics. The attack, launched at a press conference earlier this month, has united several minority groups, identified with the left and the non-Communist extreme left. On the other hand, the majority on the national executive is dominated by the Union des Etudiants Communistes (UEC). Outwardly, the issue has blown up because of the executive's failure to take a determined stand against the so-called second cycle reforms. This reform, first introduced in February, 1976, was initially condemned by students and lecturers alike. The reform emphasized the need for job-oriented courses and was attacked for subordinating the universities to the narrow and short-term requirements of employers and industry. The reluctance of the UNEF executive to oppose the reform has proved realistic. By the beginning of this academic year what support existed among both students and lecturers for a continued campaign against it had virtually vanished. The real grounds for dispute lie elsewhere. With the approach of the general elections there have been signs of the student movement's ranks to support the left. Paradoxically, this prospect has caused all the trouble.

Sweden

Report calls for improvement in women's chances

by Mike Duckenfield

Improved further training opportunities within women-dominated professions, compulsory instruction on sex-role issues, university and college staff and an inquiry into the place of women in postgraduate research are among the main proposals of a report aimed at achieving equality between the sexes. Published by the National Board of Universities and Colleges (UBA), the report is based on comments by higher education institutions throughout Sweden on a discussion document produced three years ago to coincide with International Women's Year. The report says women tend to dominate shorter courses, especially welfare and social science studies. Recurrent study opportunities have enabled them to upgrade their qualifications to upgrade their qualifications more easily. A forerunner of the type of study possibilities envisaged in the new course launched last autumn, it allows nurses the chance to qualify as doctors after four and a half years' study instead of the usual five and a half years. The report says many women are put off by the length of postgraduate studies—often five or more years—and they are at present outnumbered about four to one by men. One suggested answer would be to allow research studies to be taken in stages as allowed by credit points system in undergraduate studies. Another possible change to be investigated is altering university entry requirements. In upper secondary schools, women dominate many two-year courses in the arts and social studies. While these give general eligibility for entry, they do not satisfy special subject requirements (such as three years' law and humanities degree courses at university).

South Africa

Ocean energy chair

The University of Stellenbosch is to establish a chair of oceanographic engineering, with the aim of investigating the energy potential of South Africa's waters. The university has been promised substantial support from the private sector.

Campus anxiety at arrest of leading writer

from a special correspondent

NAIROBI The recently announced arrest and detention of the associate professor of literature at Nairobi University—Ngugi wa Thiong'o, East Africa's best-known author—raises many questions on the freedom of thought and expression in the university. There were the African states. His arrest also throws into relief a situation at the University of Nairobi which itself is the cause of much concern.

There are 5,000 students at the university proper, and another 1,200 at Kenyatta University College, now a constituent college of the university but situated several miles away from the main campus. Kenyatta University handles the training of teachers, and its students make up the largest single student group in the university.

Communication between the university administration, the academic staff and the students is virtually non-existent. The students' union was hanged several years ago, and although it has been allowed to return with a carefully controlled range of functions, few are actively involved.

Professor Ngugi was taken away in the early hours of New Year's Eve after police had searched his house and taken away some of his books. His latest novel, *Petals of Blood*, published last year, is a thinly veiled attack on the money-grubbing policies of many of Kenya's leaders and on corruption and other evils that tend to destroy traditional values in Africa.

A play of which Ngugi was the co-author, written in the Kikuyu language, was banned by local officials recently after it had drawn packed audiences to a community centre in Nairobi. The explanation was that it was creating divisions among Kenyans and awakening old rivalries.

Greece

Left confirms election strength

from Mario Modiano

ATHENS The Marxist left has won the Greek student elections again this year, capturing more than four-fifths of the seats on 63 student union boards throughout the country. The poll in the 12 universities and graduate schools was nearly 50 per cent. The biggest gains were scored by PASP, the student branch of the Pan-Hellenic Socialist Movement (Pasek), which emerged in the last general election two months ago as the main opposition party in Parliament. PASP won 144 seats, an increase of 35 over last year, beating the Eurocommunist group into third place. PASP, which came first in 1976 lost its lead and was relegated to third place in 1977 by the Communists, mainly because of internal dissension and a purge of extremists. First place was again won by PASP, the Moscow-oriented Communist group, which took 165 seats.

Norway

Central research funds double

Research spending by Norwegian government departments more than doubled to 35.2m Nkr (£3.6m) between 1974 and last year, according to a recent report by the Research Council for Science and Humanities. Over the last seven years, spending has multiplied six-fold and in the last two years the amount of sponsored projects has risen from 24 to 361. Since 1970, the biggest spenders have been the departments of the environment (33 per cent), local government and employment (20 per cent), social affairs (19 per cent) and education (14 per cent). Most funds—almost a quarter—were allocated to the national research councils, but universities received 22 per cent, while post-secondary education institutions got 7 per cent.

An increasing proportion of funds is being channelled to two newest universities—at Tromsø and Trondheim. Together, they accounted for 39 per cent of funds compared with 51 per cent for Oslo and Bergen universities.

Don's diary

Double-Dutch

The Netherlands is one of the most geographically accessible and ideologically hostile countries in the world. Current visitors encounter impenetrable fields of tulips, menacing windmills, the skeletons of foreign projects and a little electricity on their sad little green wings, and a language that sounds like a cross between Arab and English. Little is known of this "land of the West", and in particular, almost nothing has been heard about its higher education. There were the embassies, and a few years ago of the left-prophets who tried to smuggle out some "socialist" material and who were checked by customs at the airport. They figured at a suspicious piece of string and out popped an unimpressive interfilm which contained, not as they had hoped "The News of the World", but an article entitled "Children with left-handed grandmothers are more delinquent: a longitudinal sociological study in a Friesian village". This was the first intimation to reach the outside world that a Dutch sociologist had ever written anything.

Penetration

In order to penetrate this remote and largely unknown society I adopted the strategy of Gunter Wallraff and, armed with the assumed name of Funch (meaning "try to get away with that in Britain"), became one of the few outsiders to infiltrate himself into a Dutch university. Not surprisingly, a longitudinal academic discourse in the State University of Groningen (SUG). In 1970 the central government decreed a new structure for the universities and in order to break the hold of the monolithic institutes and the autocratic professors, "subject-groups" were introduced. It was a member of the "comparative social, historical, economic, religious, political, and agricultural sociology" group.

Initially, the Sociology Institute had split into two subject groups but gradually—following a number of conflicts, power struggles, mergers, heart attacks, and unfortunate accidents in the lifeboats—they had coalesced into a single group. The group was headed by 80 lecturers. There was one other staff member, an irascible American called Hamburger, who had formerly been a "subject group" on his own but this had quickly been declared illegal under the 1970 Act. Thus, the "Shorpus", as we were called, dominated the institute.

Discussion

My first meeting with the "Shorpus" was at the beginning of the academic year, at the cosy group meeting which was held daily between 10am and 3pm, with frequent coffee-breaks, to draw up provisional proposals for interim plans to discuss eventual teaching and research. There were seven members present (the professor, his secretary, four lecturers and myself). Sixty-nine lecturers had sent messages sincerely regretting that they would be unable to attend. The secretary read out a catalogue of sore throats, punctures, wind-sucking accidents, conferences in Tokyo and Ballydehob, nervous breakdowns, impending divorce, urgent house repairs, imminent family bereavement, sick children, and debilitating headaches. The others could not be traced any where and their spouses also wished to be kept informed of their whereabouts.

Professor Dr Freck ("just call me Freck") Pannekoek elicited sympathy. He was a small man of 42 (he had been 42 for several years) with a black sweat T-shirt, a frayed jeans suit with patches on the knees, crutch and buckle, and a shaggy, curly, and bare head, who had moved imperceptibly from right to left and, it was limited, back to the right again. He was unassuming in the group because he was the only one to have "promoted" (I receive a doctorate) and that he had been promoted: a chair. The other three

chairs, left vacant by the unidealistic but more pragmatic, had no internal candidate could apply and they promoted Pannekoek. At the appointment committee which had to hold the material outside candidates. The first point on the agenda was teaching. On 11th July we worked 2000 hours a year with 700 hours for teaching, 700 hours for research, and 200 hours for administration. Tip van Gerschoff, used the other day, had to spend a great effect when showing that he had spent 1,173 hours at meetings last year, 201 hours on teaching articles in journals, 230 hours on preparation for teaching, and seven hours in the lecture theatre.

After the first week the two students who had elected to take his course changed their mind and he had been left with only one to teach. But owing to the hours expended elsewhere he was clearly



Liamus: a CIA connection?

entitled to a year free of teaching as compensation. This was passed unanimously. Great Van Gool had worked out that with five hours' preparation allowed for each hour of teaching, he could get through his year's teaching load in two weeks with a concentrated timetable. He sought permission to do this and it was granted unanimously.

Research

Pannekoek was optimistic that, with 17 students now registered for all courses, teaching loads could be brought down to a tolerable level allowing more time for research. The 600 student, who had flocked to the courses of Hamburger were merely temporarily blinded by his superficial showmanship and besides, when they were convinced that his subject-group was really illegal, they would return to the fold. We then turned to research and publications. Guns Thunk and Lo Pons had just returned from six years' study leave in Latin America where they had worked on "Human drummings and the CIA: agricultural rituals of the communists in the highland regions of Peru". They reported that it was hoped to present something with the analysis and writing-up of the data and they envisaged a joint "promotion" in 1986.

Currently they were working on an article for *The Surinam Government Review* on their experiences but were severely handicapped by the burden of jointly teaching one hour a week. They had however written a joint book review in 1971 which they felt ought not to be overlooked. The book, which had received a subsidy of 60,000 guilders for attending international conferences was reinforced with unanimous approval. Indeed, they were awarded the Marx and Spencer Memorial Prize for having attended the most conferences without reading a paper.

The author is reader in sociology at the Netherlands School of Business, Nijmegen. Although the names above are imminently Dutch, the red names have been changed to protect the guilty.

Universities ambivalent on Carter plan



Steven Muller

Steven Carter is about to announce his intention to establish a separate cabinet Department of Education in his Administration. To move education out of the present Department of Health, Education and Welfare (HEW) and establish a separate department requires legislation by the United States Congress and will take quite a while. The matter already has been discussed—largely behind the scenes—during Mr Carter's first year in office, and full public debate will now ensue. During his presidential campaign Mr Carter made the promise of a separate Department of Education to the National Education Association (NEA). He repeated this promise after being elected, after it was known that his Secretary of Education, Mr Califano, opposed the move. Apparently Secretary Califano was free to express his opposition while the subject was under consideration within the Administration, but once a presidential decision to the contrary, as has now taken place.

During the past several months of deliberation within the Administration there has been consultation with university representatives, who proved to be—and still are—ambivalent. The reasons for the ambivalence of the universities make a quite useful outline of some major difficulties that will have to be resolved in the process of establishing the new Department of Education.

Virtually no one in American education has been pleased with the place of education in the federal government within HEW. Education often seems lost within that vast multi-billion dollar establishment, whose expenditures are much more heavily devoted to welfare and health than to education. Access for education to the President and the Cabinet has been only indirect, through the Secretary of HEW, who may seldom be able to give education top priority.

Within HEW, administration of education is divided among many agencies that relate extensively to higher education—such as the Office of Education in HEW; the National Institutes of Health which are also in HEW; the National Endowment for the Humanities and for the Arts, which are two independent agencies; the National Science Foundation, another independent agency; and others truly too numerous to mention. Will a separate Department of Education perpetuate this lack of coordination, make it worse, or attempt coordination?

President Carter's proposed Department will include more than merely the present Office of Education in HEW, which indeed alone would make up small and narrow a department. But in what shape will the President's proposal immediately emerge from the Congress? Large programmes of assistance to students are presently lodged within the Veterans' Administration and also the Social Security Administration, and limit operate quite separately from the Office of Education. The Department of Defence interacts with education in many ways which are so little publicized that knowledge of them comes as a surprise to most people. Will it be possible to restructure these and many other scattered operations into a consolidated whole? The coming public and Congressional discussion on all these matters should be interesting indeed.

The NEA, however, primarily represents elementary and secondary education, and the first of

several years at the university level is that elementary and secondary education would unduly dominate the new department, at the expense of higher education. More dollars are spent on elementary and secondary than on postsecondary education, so the fear is not groundless. In this context the universities are worried about NEA's fervent advocacy, and even more about President Carter's promise, directly and exclusively to the NEA.

Such university concern is aggravated by the fact that the proposed Department of Education is apparently intended to be substantially decoupled from the federal government's extensive role in research. This, only an area of vital interest to the major research universities, and gives rise to fear, not only that higher education may be shunted in a separate department, but that a complex new chain may be home-brewed on the vain teaching and research activities of the major universities.

Fear of over-centralization in education itself is yet another aspect of the ambivalence of the universities. Major private independent institutions, such as Harvard, Yale, Princeton, Stanford, Hopkins, Chicago or Duke, are already distressed over excessive federal regulation; and major public institutions, such as Michigan, California, North Carolina, Ohio State or Texas, not only share this distress but worry about federal interference in their close relationships to the state governments that primarily provide their funding.

Yet another worry is that the very visibility of a separate budget for a Department of Education might work against increased federal appropriations in future. Isolated funding for education—no longer mixed in with larger outlays for health and welfare—could constitute a target vulnerable to budget cuts and, should that happen, higher education budgets would be hit by less political clout than funding for elementary and secondary education. With all this in mind, the major American universities see President Carter's commitment to a Department of Education as a dilemma: risky to oppose lest that should result in disadvantage during the process of establishment, risky to support because it might serve less well than what now exists.

Apart from these particular concerns of the universities, there also is bound to be thoughtful public discussion of whether a separate Department of Education is a sound move toward better government. What will happen to HEW as a consequence? If a Department of Health and Welfare remains, it will still be of such giant size as to be hard to manage. Will splitting off education lead sooner or later to splitting off health into a separate department as well? If welfare then becomes a remainder separate department, might it not have been wiser to split off welfare first and to have left leaving health and education together?

At present there is virtually no coordination of policy among so many agencies that relate extensively to higher education—such as the Office of Education in HEW; the National Institutes of Health which are also in HEW; the National Endowment for the Humanities and for the Arts, which are two independent agencies; the National Science Foundation, another independent agency; and others truly too numerous to mention. Will a separate Department of Education perpetuate this lack of coordination, make it worse, or attempt coordination?

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The author is president of The Johns Hopkins University.

NOTICE BOARD

Chairs

Professor A. T. Peacock has been elected to the chair of economics, and named as principal-designate, at the University College at Buckingham.

Professor N. Stern, formerly fellow and tutor in economics at St Catherine's College, Oxford, has been appointed to a professorship in the department of economics in the University of Warwick.

Dr D. C. Edmond, head of the biochemistry section of the Micro-Biology Research Establishment, has been appointed to an honorary professorship in the Department of Environmental Sciences at the University of Warwick.

Professor J. C. Bass has been re-appointed as an honorary professor in the Department of Engineering at the University of Warwick.

Dr G. J. F. Nuttin, reader in the department of biochemistry, has been appointed to a personal chair of pharmacological biochemistry at the University of Dundee.

Alfred J. Brown, at present titular professor in the department of history in the University College of Glasgow, has been appointed to the chair of medieval history at the University of Glasgow from October 1. Professor Brown will succeed Professor E. L. G. Stones, who has held the chair since 1956.

Professor I. M. Allison, previously professor of experimental mechanics, has been promoted to the chair of mechanical engineering and to the headship of the department at the University of Surrey.

Professor N. B. Flint has been re-appointed associate professor in the department of biological sciences at the University of Warwick until December 1982. He is at present head of the virology department, Wellcome Research Laboratories.

Honorary degrees

Warwick

The following will be awarded honorary degrees on February 18:
LL.D.: Air Chief Marshal Sir Hugh Constanline, coordinator, Anglo-American Community Relations, Ministry of Defence; Dame Rose Heilbrunn, a judge of the High Court; Family Division; Professor Laurence Gower, vice-chancellor, Southampton University and honorary professor of law.

DLitt: Baroness Faithful, director of social services, Oxford City Council; Miss Rita Hunter, prime donna, leading soprano, Sadler's Wells.

DSc: Sir Frank Ilott, vice-chancellor, University of London; Lord Shackleton of Burley, a former Lord Privy Seal.

St Andrews

The following will be awarded honorary degrees in July and October:
DD: The Rev George Morrison, Minister of St John Memorial Church, Toronto, Ontario, Canada.

DSc: Professor Sir Nevill Martin, Nobel laureate in Physics.

DLit: Mr Oscar Nemon, sculptor; Professor A. A. Parker, head of department of Spanish and Portuguese, University of Texas.

LL.D.: Sir Iain M. Stewart, chairman of Hall Thermo-Lab Ltd; Dr B. W. Anderson, retired physician; Mr Frank Muir, rector of the university.

Recent publications

In association with the Institute of English and Folk Life Studies, School of English, Leeds University, Michael Dawkins has edited *The Folk Songs of England*. Published by George Allen and Unwin, 1982. (Published by the English Folk Dance and Song Society, Cecil Sharp House, 2 Regent Park Road, London NW1 7AY.)

CHARITY COMMISSION

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SCHEME FOR THE REGULATION OF THE CHARITY

Reference: 524384 A/1-14

The Charity Commissioners propose to establish a Scheme for the regulation of the charity and other purposes. Copies of the proposed Scheme will be made available in written form to the Charity Commission, Grange House, Derby Square, Liverpool L2 7SB, quoting the reference above, and may also be seen at that address.

Objections and suggestions may be sent to the Commissioners within one month from today.



After the blizzards—proof that Scotland does sometimes get the best of Britain's weather. This photograph is from the Weather Satellite Reception Unit being run by Mr Peter Rayle and Mr John Brush of the Department of Electrical Engineering at Dundee University. Messrs Rayle and Brush have just been awarded a grant of £72,000 by the Natural Environment Research Council to update the receiving station enabling it to receive data from the new generation of American meteorological satellites.

Grants

Polytechnic of Central London Engineering and Science—£26,747 from the MRC for an investigation of the forces on normal and pathological human feet, under the direction of Dr W. C. Hutton. Built Environment Research Group—£15,000 from the MRC for a study of the forces on the feet of people working in the building industry. Built Environment Research Group—£15,000 from the MRC for a study of the forces on the feet of people working in the building industry. Built Environment Research Group—£15,000 from the MRC for a study of the forces on the feet of people working in the building industry.

Public Library Management Research Unit, School of Librarianship—£4,800 from the British Library Research Unit to enable Professor Thomas Clift, Drexel University, United States, to take up a visiting fellowship in the School of Librarianship. £1,500 from the British Library Research Unit for a one-year study of community information provision in United Kingdom libraries, under the direction of Mr D. E. Davidson, Mrs J. Bowen and Mr E. D. Wulley.

Correction

In our issue of January 20, under the heading "Grants", amounts mentioned under the University of Glasgow's electronics and electrical engineering department were not awarded by the MRC but by the SRC. In addition, the first amount should have been £150,000, not £15,000.

Noticeboard is compiled by Patricia Santmelli and Mita Goldie

Universities

Nottingham

Deputy director of the department of adult education with the title of reader in adult education: J. Z. Thomas.

Sussex

Information officer: Miss Caroline Broadway.

Surrey

Visiting readers: J. J. Zonsveld (civil engineering); J. M. Shannon (electronic and electrical engineering); Mrs W. Matthews (home economics); Dr P. H. Millar (philosophy). Senior lecturers: Dr G. A. Webb (chemical physics); Dr R. J. Howland and Dr C. A. Armstrong-Esther (human biology and health). Lecturers: Mr S. Taylor (civil engineering); Dr D. G. Taylor (physics); Mrs S. M. Holmes and Dr R. S. D. Chivers (human biology and health). Dr R. J. Brown (general studies and philosophy); Miss M. Light, Mrs A. Brindley and Dr J. S. Barbour (linguistic and international studies). Visiting lecturers: Dr D. R. Martin (electronic and electrical engineering); Mr D. Tills (human biology and health); Mr R. G.

Thompson (department of biology and tourism management)

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The birth of an adult college

Maggie Richards reports on eager anticipation in the north

Thirty letters of application for places at the new Northern College of Adult Education have already arrived on the desk of the institution's first principal, Michael Barratt Brown, though the prospectus is still in draft form and student interviews are not expected to begin before April. The letters are an indication of the spirit of eager anticipation which the birth of the new college has aroused north of the Trent.

Situated in seventeenth century splendour at Wentworth Castle, near Barnsley, the new college results from a recommendation of the Russell Report on adult education which, in 1973, spotlighted the need for residential provision in northern England.

But it would not have come about without the persistence of four local education authorities—Barnsley, Doncaster, Rotherham and Sheffield. Their involvement also makes it unique in its importance in northern England. Scotland and Wales, there will be little direct Government funding. Instead the bulk of the financial burden is being undertaken by the four L.E.s with help from neighbouring authorities.

Originally the possibility of creating an adult education college to serve northern England was discussed during the mid-1960s, when mature students who had been participating in evening and day release classes were beginning to look to some form of concentrated full-time study in their own region. When Lord Russell and his committee of inquiry visited Sheffield in the late 1960s they were left in no doubt about the need for a new college.

Support came from the Workers' Educational Association, the regional branch of the TUC, university extramural departments at Sheffield, Hull and Leeds, and from Sheffield Polytechnic. A working party was formed from them all to put forward proposals for the creation of a college.

Almost from the outset the working party agreed it needed to be an extension of the existing adult education system in the region. There was, too, the realization of the need to provide both short courses lasting for between four and 10 weeks and tuition over one or two years.

It was recognized that the short courses had an important role to play, not merely in the area of the wider context of community education; providing tuition for magistrates, school leavers and governors, and social workers. Another use envisaged was the staging of preparatory courses for prospective Open University students.

The longer courses were designed for mature students who might want to progress to university. Those undertaking the one-year course would apply to become first-year undergraduates, while it was hoped to provide a route to the appropriate moment to allow students on the two-year course to begin at second-year level. Three types of long-term courses were envisaged: in trade union and industrial studies; local and community studies; and liberal and gateway studies.

A final fundamental decision of the working party was that the new college should have its own accreditation system, and not be linked to particular universities or with the Council for National Academic Awards. As a result, it will have as its academic advisers Lord Briggs, Provost of Worcester College, Oxford, and former vice-chancellor of Sussex University, and Professor Roydon Harrison from the social history centre at Warwick University.

Internal and external assessors they recommend will be appointed to the college, which will award a certificate to students successfully completing the one year course, and a diploma to those studying for two years.

There were sound reasons for the selection of Wentworth Castle—originally the home of Thomas Wentworth, Earl of Stafford—as the site of the new college. The castle still boasts one of the finest collections of rhododendrons in northern Europe—but has a more unfortunate claim to fame as the first teacher training college to fall under the axe of the Secretary of State for Education and Science—then Mr Reg Prentice, Barnsley, the L.E. with responsibility for the college, was anxious that the building should continue to be used for higher education purposes when teacher training at Wentworth ends in July this year.

The castle's location within a mile of the M1 meant that it was ideally situated for mature students travelling from other parts of northern England and its ready-made living accommodation, coupled with the extensive library and the advantage of being a single unit complex were all factors in its favour.

But the plans ran into teething troubles at the Department of Education and Science. The college negotiators wanted a pattern of funding similar to that of other adult education institutions, with long-term students being eligible for mandatory grants and the DES making a "deficiency payment" to meet any extra moneys required.

Officials from the DES argued that it appeared costs were going to be appreciably higher than at other colleges; the negotiators agreed this was true if the oversubscription of students was limited to 50. Costs would be in line with those of other institutions if the new college was permitted to build up its numbers to 120 as they insisted.



Principal Michael Barratt Brown: 30 letters of application.

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To overcome this the college's sponsors began a cost-cutting exercise. Barnsley donated the building rent-free; and there was a saving through an agreement on joint use of part of the premises for teacher in-service training. The DES finally agreed to give mandatory grants for the initial intake of 25 long-term students, and for the present any deficiency in further costs will be met by the four L.E.s. It is hoped the short-term students will be awarded discretionary grants, though 13 of the 25 places on these courses are to be funded by the four authorities.

The college will take its first students in October and during the next two or three years numbers are expected to rise to a maximum of 120. It is hoped to finance additional places through scholarships.

Development in part-time higher education figures prominently in the plans which the polytechnics and other colleges in the public sector are making for the 1980s. Many colleges are developing courses in fields in which they have some full-time experience, but others have no equivalent full-time work upon which to build.

Most have a long tradition of part-time education, but at degree and postgraduate level part-time courses have perhaps mainly been offered as an extension of equivalent full-time or sandwich courses. Will there be a significant expansion of demand for advanced part-time courses? What sort of educational and organizational issues will be raised by an increasingly large proportion of a college's advanced work being part-time?

There are several factors which suggest that there will be a healthy demand for part-time advanced work leading to awards. Perhaps one of the most important features will be the development of individual needs and aspirations, and the support and encouragement provided by the student's employer or the professional or occupational group to which he belongs. The colleges may be called upon to meet the training and staff development needs of very large groups of people, some of whose requirements are, as yet, scarcely formulated.

The present pattern of demand for courses suggests that certification courses cater mainly for individual needs, and that employers want mainly short courses which do not take staff away from their jobs for long periods. There will surely continue to be a demand from individuals who, on their own initiative, want to develop their experience and expertise in any field, or to pursue an occupation or purpose. There have, however, recently been several initiatives to raise the consciousness of employers about the importance of staff development. If these bear fruit, fire-fighting attitudes, which tend to create a demand for specific short courses, may be replaced by a much more considered and planned approach to the relationship between personal growth and development and organizational growth and development.

Several professional bodies are making a reassessment of the existing balance between their own role and responsibilities for education and training, and the responsibilities which are or could be met by the colleges; and they are doing so for

Making preparations for more part-time students

a variety of reasons. The problem of determining priorities for the use of their own resources derived from members' subscriptions (perhaps in the face of the membership pressure for better professional services rather than more money for training) is an important factor in some cases.

The diversity and diffuseness of the newer training needs—and the recognition that almost everyone, wherever he works, is now within reach of a college offering advanced courses—is another; and the degree of confidence which has been developed between the professional bodies and the colleges is a third aspect of these developments.

There are several distinctive patterns of development in professional education and training. Some professions where entry standards are already fairly well established and provided for, and which have or can call upon a well established basic professional training, are putting priority on the continuing education of their membership.

Others (perhaps occupational groups) are a more appropriate description in these cases, in the sense that they are less well established areas such as recreation management or youth and community work, are still trying to establish a training for serving employees as well as for young people. Clearly serving employees will be looking mainly for part-time in-service study opportunities.

On supply, the number of colleges which offer degree level work is increasing faster than the demand for full-time study; and the number of 18-year-olds, following the birth rate, will fall throughout the 1980s. The polytechnics and colleges now emphasize their capacity to respond to and provide for continuing and recurrent education, and the new designated institutes of higher education will put particular priority to developing part-time work to meet the needs of the communities which they serve.

It is evident that in some cases, where there is little opportunity for working people to study full-time, these new needs will have to be met by part-time study; in other cases, matching part-time study with continuing work experience is an essential part of the need which the courses will aim

to meet. Some opportunities will be provided, and needs met, by offering part-time versions of courses which are already available full-time in the same or another college.

Other developments to meet the newer needs, particularly perhaps of older people, will be fields for which there is no equivalent full-time experience. Clearly much important curriculum development will take place within the context of developing part-time courses.

A further contributory factor, which may ultimately be of significance for the directions taken by advanced further education is the recent change in the Department of Education and Science approval mechanism. The regional advisory councils will have a view of needs and resources in their own region, which may take part-time advanced education in substantially different directions from full-time and sandwich courses.

If this assessment is sound, such courses will form an increasing proportion of the work of many colleges, and—as new courses—they will occupy a correspondingly higher place in the thinking of those who are responsible for planning and resourcing courses.

Perhaps more fundamentally, however, an extension of part-time provision raises a number of issues which seem to need treating in their own right and not by reference to experience with equivalent full-time work. It is questionable and it is at least worth discussing whether the organization of education and the arrangements for a range of full-time courses is which are appropriate to a college in which a substantial part of its

work is part-time. In full-time work a teacher may give a major part of his time to more than two or three different courses at any one time. The day-to-day management of a large full-time course is a complex task, involving working relationships between staff and with the students concerned. Some management issues meet as frequently as once a day. The integration of success in a full-time course seems often to rest on the quality and support brought to it by the staff. At the same time, each individual teacher has his own subject

interests, and this balance of interest between subject and course is a main feature of college organization.

Part-time courses which are more attenuated, which may account for only a small part of any individual teacher's work load, and which are inevitably not pursued with the same intensity of effort as full-time courses, raise a different set of issues with regard to management, and call for a different set of relationships between staff and students, and between staff drawn from the subject departments or divisions which contribute to parts of the course.

Planning and teaching part-time courses where class contact is limited, and in which the student group typically brings to the course a different set of values and experiences from those displayed by full-time students, emphasizes the problems of the learning process rather than the problems of teaching. They demand a student-orientated approach rather than an institution-orientated approach.

They call for and justify fewer conventional teaching resources, but they make particular demands on the development of other learning materials, on college support services, and on liaison with sponsoring employers, for example.

Many of the problems which depend mainly on resources which have been brought together for a full-time course. It can take a full-time student to justify an additional full-time member of staff. One issue, which has considerable implications for staff development is that the experience which the students bring to the course, which gives it both vitality and relevance to the students' needs, may not be shared or matched by the staff. Experience in departments which have a head of department who is a post-experience or post-graduate management studies and social work—illustrates the difficulty of finding appropriately qualified and experienced people to lead such developments.

Much of the development of advanced work in the polytechnics and colleges in the public sector has been based on the search for a standard which is equivalent to the work of the universities. More recently, an existing range of full-time courses has often provided the

benchmark against which to set the standard of a part-time course.

The development of part-time courses to meet new needs, however, is a comparable full-time process, and which is not necessarily in this sense, may make this concept of equivalence seem inappropriate. The characteristics of part-time courses depend primarily on the composition of the student body, on the field of recruitment, on the aims and objectives, on the nature of a standard duration, which is tied to a degree or other award, and on the time available for the course.

In part-time courses, on the other hand, the emphasis is often made on meeting the needs of a broad-based group of students, and using that heterogeneous experience and background as an integral part of the learning process, to bring them to a final point which justifies the final point value of the course.

Respect is a part-time word. In the diploma, for example, for which entrance requirements are equivalent to a good degree (but when have one), in which the duration is equivalent to that of a full-time course, and in which the methods and processes of the course are like a full-time course, in the same field?

The hierarchy of full-time awards with its implicit assumption of certain students progress from one award to another, does not meet part-time needs and circumstances particularly well. For example, part-time students may be at a pace which may be solved by awarding a full-time course by credit, a description of the field of research and the duration of it, and the hierarchy of full-time awards in a part-time course for a wide intake.

Restricting the field of intake to the course, however, may fail to meet the need which the course aims to satisfy—and in any case, it would produce such small numbers that the course would be unlikely to run. Abandoning the rigid equivalence may be seen valuable as a threat or as an opportunity, but one's judgment of whether it exists beyond the tolerance of the informed layman (including the potential part-time student and his employer) if not of the full-time academic.

F. M. Bond

The author is assistant registrar (business and social studies) at the Council for National Awards.

Defence of Manchester literacy programmes

Maggie Richards's article, right, on literacy training in Manchester (*THE*, January 6), based on a report by two tutors, was "dramatic but distorted" according to 12 others. Here they explain why.

The term "report" suggests factual evidence, but it is largely the personal opinions of two workers who have chosen to work in isolation and to disregard many of the more hopeful aspects of literacy in the city. These reports focus only on the worst features of provision and balance should be restored by drawing attention to positive developments which are taking place.

We are a group of workers from different areas and agencies in the city (both statutory and voluntary) whose experience ranges from full-time training to informal reading clubs. All of us have some involvement in organization and administration as well as in teaching, and we would like to express a view of literacy from working within the present system.

No one would deny that there is a great deal wrong with literacy provision in Manchester. At the heart of the city's problems is the failure to establish a unified and effective education system. Provision is piecemeal, variable in quality, wasteful of both student and staff potential. There are no common procedures for student referral and placement. There are no agreed policies for development, no clear lines of communication for coordinating agencies and their workers, and too few defined areas of res-

ponsibility. Support for teaching staff and students is at best inadequate and often non-existent and there is very little opportunity for mobility from one type of provision to another.

Compared with many local authorities, Manchester is generous in funding literacy provision but nevertheless suffers from the national tendency to "do it on the cheap." It is fair to point out that many criticisms which can be levelled at Manchester also apply to the country as a whole especially in matters of student support, the long-term planning, inability to attract more than a very small proportion of the estimated non-reading population and over-reliance on part-time workers.

If all these defects exist in Manchester, literacy provision, what then, is so unfair about the report? The answer is that in spite of chaotic administration and a total lack of support services, there are teachers, volunteers and students who are achieving excellent results. Blanket condemnation of all existing provision is quite unjust.

Some colleges do have a devastatingly high "drop-out" rate, there are some classes that have an over-riding atmosphere of paternalism in which methods are child-orientated. But equally there exist classes where students achieve their aim, where there is dynamic communication between teacher and learner, and where staff and students alike are aware of the wider issues and are prepared to spend time and energy in promoting basic education for adults as a right. The authors of "The Failure of Literacy in Manchester" are, not,

End of term adult reading report. Result-inadequate

Manchester's adult literacy scheme has been described as a failure, as Maggie Richards reports. The final report will soon be available of a JCP Project jointly sponsored by MEC and MCVS, which has researched into the cases of students "drop-out" in both statutory and voluntary provision.

All these developments are genuine attempts to provide, extend and develop existing provision. The report's presentation of a single "right way" is a dangerous assumption, its proposals to abandon all existing types of provision as "failed" is destructive. What is needed is what the authors themselves advocate for their own groups: a sharing of all skills, informal group work has its place alongside many other learning situations but like all other "single aspects of provision it cannot provide the complete answer. To apply the term "failure" to provision in Manchester is to indulge in misrepresentation; all may not be well with literacy, but it is alive and kicking.

JUDITH EDWARDS: MALAC organizer, reading club adviser (Central Manchester), teacher on full-time literacy course, ELSPETH MCCARTNEY: reading club adviser (East Manchester), JENNY HURD: T.S.A. prep course tutor adult literacy tutor in evening class (North Manchester); PETER TAVERNER: lecturer in charge of literacy courses at college of education (East Manchester); LINDA ROSE: reading club adviser (South Manchester); literacy teacher (South & Central); PAMELA FLETCHER: T.S.A. prep course tutor, adult literacy tutor in evening class (East Manchester); PAT CHAMBERS: area organizer (South); MCVS literacy project; JILL OSWALD: area organizer (North & East); MCVS literacy project; HELEN DUNCAN: area organizer (Central); MCVS literacy project; JILL SHARRATT: project organizer MCVS literacy project; BRUCE GUNSTAW: materials research worker (MCVS); JOHN SANDERS: research worker (MCVS).



as implied, lone voices crying in the wilderness. Our experience is that there is within the city lively and constructive discussion, concern expressed in action, questioning of aims and the methods used to achieve them and great awareness of the need for variety, flexibility and growth.

Much of this energy and enthusiasm comes from MALAC (Manchester adult literacy action campaign), a group of students, teachers and others involved in literacy, whose November conference "Basic Education—A Worker's Issue" gave rise to three working parties. They are actively engaged in increasing the involvement of trade unions in literacy, present-chester, inner cities programme, forming a union of literacy students speakers.

Neither are the authorities entirely deaf and blind to the need for fundamental revision of services. A working party set up by the local authority sub-committee for adult education is expected to produce far-reaching recommendations. At the end of the current

academic year. Members of the working party include elected members and officers of the department, student representatives, voluntary organizations and pressure groups. Opinions, information and ideas are sought from anyone with an interest in literacy.

Perhaps even more importantly, actual practice does not always reflect the dreary picture outlined in the report: informal, non-hierarchical reading groups exist in libraries and social and community centres throughout the city. The MCVS Literacy Project is currently helping groups to encourage both self-help groups within local communities and reading clubs to answer special needs.

A pilot project run by statutory and voluntary bodies in South Manchester is looking at the feasibility of a coordinated referral service and training by area-based teams. A growing development is the new Gateway project which publishes student writing much of which is produced in literacy groups in Manchester. Workshops have been set up to stimulate more practical and creative writing by this project which is run by people who

Faculties of English entertainment

My friend the medical statistician has a name for university departments professing the arts. He called them Faculties of Entertainment. He meant, I believe, that they were devoted to pleasure, that they engaged the leisure time of people less fortunate than ourselves.

But the statistician was always a merciful man. Those who have actually attended lectures on the hermeneutics of the novel or seminars in structuralist poetics would think him under-entertained. An ability to be mindlessly abstract need not preclude a capacity to enjoy which is well-nigh lethal.

This seems to be especially true of departments of English. What is the need for them? Surely by the time arts undergraduates enter the university they are acquainted with their native tongue? But, of course, we are not so much teachers of English as of literary criticism. At least, the critical essay is the only form we encourage our students to produce.

And there is no shortage of tasks. On present honours school comprises, in the final year alone, 70 aspirants. But aspirants toward what? Surely they are not all going to be literary critics? There would not be enough for them to criticize. And where would they all write?

In any case, there are few critics in English past or present of first-rate quality. Anyhow, for so many imagining themselves to be called, prohibitively few seem to be chosen. So what does a First in English mean? It is the highest category known to date. It is argued by some that chancellors ought not to be included in the play, since a process called "teaching" is too far removed from this post. Others argue, with some merit, that if teaching is to be a criterion for inclusion, then all positions down to assistant ought to be disallowed. There are some purists who go so far as to advocate playing the game only with a category called "graduate assistant". It is alternatively argued that the introduction of GAs to the game heightens the intensity of the play since they relieve the others of this "teaching" thing to work at clawing.

Since clawing is the process by which advancement is maximized, all other procedures, viz. planning, advising and teaching are to be considered distractions and should be minimized and wherever possible done away with altogether. Following is an introductory set of game strategies:

PLANNING, which is short for "lesson planning and planning", is easiest to deal with since its elimination is hardly, if ever, noticed except by a peripheral group (students). For some this comes naturally, while others need to be held with the assigned GA. Consultation with the professor by appointment only. Office hours: 7.30-8.30 am and 12.00-1.00 pm, Sundays.

STUDENT ADVISING, similarly, can be handled minimally. With some practice and experience this, too, can be converted into procedure called "Canning and

Obviously we would not want to lose the few good people who read English, even though they do resemble Roderick rather than Johnson. But the Rodericks would not read each week, they would keep a dun in weekly tutorials. What we want to shed is the load of inept Jennings. I should explain, was the worst critic ever to deface foulcap in the innocent belief that he was discussing *Leviathan*. While there is a ditch to dig or a pipe to be laid, let the Jenningses of this world not trouble their heads, or ours, with essays on literature. But what would be done with the teaching-power, hitherto devoted to dunces, thus set free?

English could be, without loss of face, a service department for other faculties. Many a bright student, if the epidemiologist is to be believed, has spent so much energy of other tough subject that his linguistic skills have atrophied. Why should not the English scholar help him to fix them and set them right? It is no more demanding to teach a student how to write a laboratory report than to catch him up on his accountancy. It is but the worst example of this confusion of roles. From the very first exchanges, brief apophthegmatic utterances of pontifical significance, one has the ominous feeling that the playwright is going to explain to the audience the nature of the built, as if he were, new Jesus Christ on earth—the fact that the play had originally the ludicrous subtitle *Scenes of Good and Evil* is a nice confirmation of one's own prejudices. Beware the apophthegms which pave the road to the boring paradise of the self-righteous.

The *Bundle* is Bond's second play, after *Narrow Road to the Deep North*, written against the seventeenth-century Japanese poet Basho "who brought the haiku verse form to perfection" and his fourth, with *Bingo* and *The Pool*, devoted to the moral predicament of the writer. *Bingo* was perhaps a wrong-headed play, but it still worked beautifully as it developed in dramatic terms the hypothesis that the greatest of all writers, Shakespeare himself, might have been puellianous and mean—and an ally of the ruling classes to boot.

Philip Hobsbaum

The author is senior lecturer in English at the University of Glasgow.

Winning ways in the game of professor —or how to claw up the ladder

Play for the beginner must be limited to the categories instructor, assistant, associate, and full professor. Each has its rules for category maintenance, some of which are not at all well defined. A beginning strategy is for the player to get into the game at the most advanced level negotiable, and then to advance as quickly as possible in full, which process, it is known as "clawing". For the more advanced player, the game may be extended to include champion, dean and president.

Variations may be created to include other positions as, say, assistant dean, associate dean, full dean, even dean of the division of such and such. There is no highest position, since at any time an infinite number of categories can be created. As a matter of fact, part of the strategy of keeping an upper post is to create as many distractions and extensions below as possible in order to make the clawing more difficult and lengthy. It is known that some go to the extent of creating such additional categories as provost, vice-president, also vice-president for such and so, etc. with appropriate prefixes, assistant, associate and full.

As you can see the list can be made almost endless. Beyond president, the game may include such positions as may be determined by the chancellor, the highest category known to date. It is argued by some that chancellors ought not to be included in the play, since a process called "teaching" is too far removed from this post. Others argue, with some merit, that if teaching is to be a criterion for inclusion, then all positions down to assistant ought to be disallowed. There are some purists who go so far as to advocate playing the game only with a category called "graduate assistant". It is alternatively argued that the introduction of GAs to the game heightens the intensity of the play since they relieve the others of this "teaching" thing to work at clawing.

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Freezing", from whence come the expressions "giving a canned lesson" and "walking in mud".

Consider planning as taking away from the spontaneity of the session. Without it you never really know how it is going to come off. As a result, most of your students will be required to get it on their own, which will fix it in their minds as much the better. Memorization will leave you free for clawing.

Recommended non-planned lessons: full-period films, full-period library research, full-period exams, student consultation sessions with graduate assistants during class time, etc. STUDENT ADVISING, similarly, can be handled minimally. With some practice and experience this, too, can be converted into procedure called "Canning and

ductive clawing time. First of all, posted office hours must show you available in conference, least convenient to student schedules. Early morning and lunch hours are best since they conflict with procedures students may feel more important at the time. Also, several quickly penned notices starting with "No office hours today" are always effective or, better yet, leave no note outside the locked door, and students will quickly get the message. If a student calls and happens to catch you in, arrange a meeting three weeks hence, constantly complaining about your busy schedule.

However, there may be times when a student will walk in and catch you at your desk. Bad news! A proper response strategy is quickly to advise the prospective adviser of another meeting "just at this time", walking student to the door, and suggesting another try the following day. Make sure student will find "No office hours today" notice next time. There are, in fact, many variations of this theme. TEACHING can be a major problem for those who are required to do that sort of thing, since the ordeal is a recurring one, two or three times every week for each class assigned. This may require from eight to ten or even perhaps fifteen to twenty hours in-student each week, demanding increased attention to planning and student advisement. Most newcomers to the game associate advancement with effective teaching. The fast-learning novice soon finds this quite untrue, and discovers that classes of the few students are a function of ineffective and unprepared lessons. This then is the prime strategy for the effective player... ineffective teaching. This all leads to more claw-time which is most important to the development of the opening moves of the game.

As you can see, the strategies and tactics involved are both complex and extensive. Since this introduction has barely scratched the surface, a course will be offered to pre- and service professors to provide an in-depth study of the subject. The course will require extensive reading and library research of the materials and its related areas. Group discussions regarding the review of films, tapes and cassettes will be held with the assigned GA. Consultation with the professor by appointment only. Office hours: 7.30-8.30 am and 12.00-1.00 pm, Sundays.

Kenneth Sipser

The author is professor of secondary education at the Oswego College of Arts and Sciences, State University of New York.

Bond's bundle of moral confusions

Guido Almansi reviews the Royal Shakespeare Company's production of *The Bundle* by Edward Bond

In the 1960s an American academic joke explained why Jesus was crucified: "He didn't publish!" The witicism is true but touches upon a basic truth: it is up to Jesus, not the writer, to carry upon his shoulders the sins of the world.

Writers and artists, in fact, are particularly ill-equipped for the task with their multiple allegiances to their Muse, their talent, their vanity, their inspiration, their public, their agent and so on. The world is full of charitable people who feed the hungry, healers who cure the sick, and writers who write about feeding the hungry and sick. This diversion of labour has been quite successful for many centuries, and most of the attempts to miscegenate have met with disaster.

My own sceptical rant against moralistic cant is caused by Edward Bond's latest play, *The Bundle*, staged at the Warehouse by the Royal Shakespeare Company. The play is one of the worst examples of this confusion of roles. From the very first exchanges, brief apophthegmatic utterances of pontifical significance, one has the ominous feeling that the playwright is going to explain to the audience the nature of the built, as if he were, new Jesus Christ on earth—the fact that the play had originally the ludicrous subtitle *Scenes of Good and Evil* is a nice confirmation of one's own prejudices. Beware the apophthegms which pave the road to the boring paradise of the self-righteous.

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The *Bundle* does not discuss morality or its contradictions but preaches a moral creed. The play bestows upon the writer—a craftsman in words—the right to pontificate not about theatrical conventions or dramatic dialogue but about good and evil. Bond launches an outright attack against Basho, the intellectual mandarin who goes and searches for enlightenment in the deep North, leaving a child abandoned on the river bank; who writes beautiful melodious verse in the midst of chaos, famine, flood, war, massacre, torture—Bond does not spare us any Biblical scourge except the grasshoppers.

Yet the playwright does not seem to realize that he is really attacking an aspect of his own personality as a writer. If Basho is the representative of a manly culture in so far as he sacrifices a human life to the mystical illusion of spiritual elevation and to the perverse delight of self-expression, so is Bond, who is not actually saving the child stranded to death (the episode from *Bund*) or abandoned by his starving parents (from both *Narrow Road* and *The Bundle*), but is only writing about them and making a career out of them.

Bond is also unaware of a basic contradiction in his moralistic stance. The very fact that he, as a playwright, is assuming the role of judge of what is right and wrong, of what is good and evil, is by-product of a bourgeois ideology, which idealizes the writer and grants him higher spiritual endowment. In a proletarian society the writer does not have to issue his own personal interpretation of morality because he receives the moral precepts pre-packaged by the State or the Red Book.

Outside either ideology, writers are neither good nor evil, but average human beings like all of us. When they get hold of a moral ideal, they are excellent in elaborating and expounding it since this is what they are there for; but no one, except a Shelley, is ready to delegatize the role of moral legislators to them. I tremble at the idea of a society ruled according to the moral precepts of Tolstoy or Dostoevsky.

Unwittingly the character who 'Holds the Bundle' in spite of authorial scorn is Basho himself. Mark Antony repeats so many times that Brutus is an honourable man that we become convinced that he is dishonourable. Bond repeats so many times that Basho is despicable that we tend to sympathize with this harmless remote Oriental figure.

Yet there is a difference. Shakespeare did not know, or pretended not to know, whether right



Mike Gwilym as Wang and Meg Davies as Woman.

and justice were on the side of Caesar's friend or the conspirators. Bond seems to know all the moral answers and writes accordingly with disastrous results. It is a great pity because he is perhaps the most talented dramatist working at the moment not only in the English-speaking world but in Europe as well.

With *Saved* and *Leur* he had written two brilliant masterpieces in two completely different genres. *The Bundle* by contrast is staged with wrong direction, and the critical acclaim which this pretentious play has received promises no good for the future. If you want to see good political theatre, do not go and see Bond; but rather *Oh Democracy!* an adaptation of *The Knights* by Aristophanes staged with immense zest and vigour by a Greek-Cypriot company in a railway shed near King's Cross.

The author is professor of comparative literature at the University of East Anglia.

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In *Electricity and Magnetism* Dr. Gross has a much easier task. It is a subject more likely to be tackled by an advanced undergraduate.

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There is a new final chapter on non-linear waves which should find a response among aeronautical and hydrodynamic engineers. The method of characteristics is extended to the Riemann invariants and the book ends with the development of shocks from non-linear high amplitude sound waves.

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teaching, research and consultancy in the School
and/or a specialism appropriate to this work.

Salary: £8,528 - £9,093
(under review)

Further particulars and application forms from
Staffing Officer, Leicester Polytechnic,
P.O. Box 143, Leicester, LE1 9BH.

Applications close on 1 March 1978

LANCHESTER
POLYTECHNIC

Coventry - Rugby

Academic Staff Vacancy

Applications are invited for the post of

Dean of Faculty

FACULTY OF APPLIED SCIENCE

To succeed Dr. M. E. Foss on his
appointment as Deputy Director of the
Polytechnic. Salary: Vice-Principal
Group XI, £10,838 p.a. plus £180
supplement.

Application forms and further particu-
lars are available from the Director,
Lanchester Polytechnic, Priory Street,
Coventry CV1 6PB, returnable by 28th
February, 1978.

Middlesex Polytechnic

Assistant Director
(Finance)

Salary: c.£11,800pa incl.

Accountants with experience of higher education
are invited to apply.
Please request further information of:
Mr P. Harting, Clerk to the Governors, Middlesex Poly-
technic, Bounce Green Road, London W11 2AG.
Closing date February 14. Please quote ref. A488A

Fellowships and Studentships

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
Institute for Research in Human Abilities

The IRHA of Memorial University invites applications for the position of

PRE-DOCTORAL
RESEARCH FELLOW

beginning September 1, 1978. The fellowship is valued at \$5,000 per
annum plus up to \$2,000 toward research expenses. The position is
open to doctoral candidates at Canadian and other universities who
will have completed their course requirements, and are interested in
conducting research in Newfoundland and Labrador in the area of
human abilities. Applications, which should include a curriculum
vitae, an initial statement about the proposed research, and the
Director, Institute for Research in Human Abilities, Memorial
University of Newfoundland, St. John's, Newfoundland A1B 3X8,
Canada.
Applications close May 1, 1978.

STUDENTSHIPS

awarded by the
GERMAN HISTORICAL
INSTITUTE, LONDON

The German Historical Institute will award a number of student-
ships to enable British undergraduate students to pursue historical
research in the Federal Republic of Germany. Applicants must have
completed at least one year's undergraduate research and be studying
German history or Anglo-German relations. A knowledge of the
German language is also required. It is anticipated that applicants
will be working for a doctoral degree. Other post appointments can-
not be held during the tenure of the studentship.

Candidates are expected to spend one year in Germany, though
shorter periods will be considered. The studentship will begin on
July 1, 1978. The grant will amount to DM1,000 per month.
Prospective candidates should write to the Director, German His-
torical Institute, 42 Russell Square, London WC1B 5DA, for applica-
tion forms. The closing date for the receipt of applications for the
1978/79 studentships is March 31, 1978.

Colleges of Further Education

SELY OAK COLLEGES

Birmingham B29 6LE

PRESIDENT

to succeed the Revd. Paul R. Clifford
on his retirement

The Colleges are a federation of eight autonomous institutions,
each with its own governing body, principal and staff, and four central
teaching departments. Amongst the wide range of subjects
currently taught are teacher-training, social work, development studies,
adult education, languages, Christian mission, biblical and theological
studies.

Students number about 900, many coming from overseas - Africa,
Asia, North and South America and mainland Europe. This year 50
countries are represented on the campus.
The successful candidate will be responsible to the Council of the
Selly Oak Colleges for the promotion of the Colleges' work and inter-
ests at home and overseas. The post calls for imaginative and creative
qualities, powers of leadership and administrative skill, preferably in
higher education, and ability to represent the Colleges to Church and
Government agencies. The President must be a committed Christian
with pastoral skills and contacts.

Preferred age 40 to 55. Salary: Birmingham (FTE) Principals Group 3.
Housing and emoluments: a modern four-bedroom house is
provided. Candidates pension fund.

Further particulars and forms of application, to be returned by
March 31, 1978, are available from:
The Secretary to the Electoral Committee,
Central House,
Selly Oak Colleges,
Birmingham B29 6LE.

CAMBRIDGESHIRE COLLEGE
OF ARTS AND TECHNOLOGYLecturer II or
Senior Lecturer in
Telecommunication
Systems

Required from 1 September, 1978, to teach in courses
for HNC (HTC), HND, CEI Part II and on a CMAA
degree. Applicants are invited from men and women.
Candidates should have an appropriate degree and
relevant industrial experience. Research experience or a
higher degree would be advantageous. Experience in digital
aspects of communication engineering is desirable, as
is teaching experience at an advanced level, although this
is not essential.

The post will be graded L2 or SL according to the qualifi-
cations and experience of the appointee, as will the
position on the scale. Salary scales: L2 (£3,744-£5,985),
SL (£5,523-£8,447). The post is such that a lecturer
appointed at L2 would probably qualify for 'automatic'
transfer to the SL scale on reaching £5,985.
Details and application forms from: Head of Department
of Engineering and Building, CCAT, Cambridge, CB1
2AJ. Forms should be returned by 17 February, 1978.

HERFORD AND
WORCESTER

COLLEGE COMMERCIAL

DEPARTMENT OF BUSINESS

LECTURER, GRADE II

Required for April 1, 1978

Applications are invited from
qualified persons with a degree
in business studies and relevant
experience. The work involves
teaching in the Department of
Business Studies and in the
Department of Management
Studies. The successful candidate
will be expected to contribute
to the development of the
Department and to the college
as a whole.

Further details and application
forms may be obtained from the
Principal, Herford and Worcester
College, Worcester, WR1 1AA.

Applications close May 1, 1978.

Holidays and
Accommodation

BARGING HOLIDAYS

On the French waterways, for
single, double, family, party,
University, Warwickshire.

Personal

POSTALOANS

£50 to £1,000

RICHMOND INVESTMENTS

4 The Green, Richmond, Surrey,
TW9 1JH

Colleges and Institutes of Higher Education

Hull College
of Higher Education

Director: John Stoddart

SCHOOL OF BUSINESS & MANAGEMENT
SCHOOL OF FINANCE & ADMINISTRATION

Principal Lecturer in ECONOMICS

Principal Lecturer or
Senior Lecturer or
Lecturer II in ACCOUNTING
(2 posts)

Senior Lecturer or
Lecturer II in MANAGEMENT
STUDIES

Lecturer II/Senior
Lecturer in MARKETING
ECONOMICS

PERSONNEL MANAGEMENT
BUSINESS DATA PROCESSING

The Faculty of Administrative & Management Studies is
responsible for a wide range of courses in business,
financial, management and advanced specialist studies.
Courses currently offered include BA (Hons) Business
Studies (Sandwich) with options in Marketing and
Personnel (CMAA validated); Diploma in Management
Studies; HND and HNC Business Studies; ICMA and
Accountancy Foundation courses. Under development is
the addition of a Finance option to the degree and a part-
time BA and BA (Hons) Business Studies; the extension
of the DMS and the introduction of a complex of Business
Education Council courses.

A vigorous programme of College-wide course develop-
ment involves contribution by Faculty staff to the planning
and development of undergraduate courses throughout
the College.

Further particulars and forms of application from Mrs J.
Liddell at the address below to whom all applications
should be submitted by February 14th 1978.

HCHE

2800 full time students with 400 full time teaching staff

Hull College of Higher Education
Cottingham Road Hull HU6 7RT Tel. (0482) 41451

THE NATIONAL INSTITUTE FOR HIGHER EDUCATION
LIMERICK, IRELAND

Applications are invited for a new post in the Business &
Department of the Institute. The post holder will be responsible
for the delivery of a range of courses leading to the award of
diplomas and general degrees, and National Diplomas (NDs).
Postgraduate work will be encouraged. Areas of specialisation
include management systems, personnel management, market
research, accounting, international business and office management.
Business experience is desirable and the minimum academic
requirement is an honours degree, although an advanced degree or
research experience would be an advantage.

BUSINESS STUDIES
SENIOR LECTURER

Applicants should have experience at third level of teaching
courses planning in business studies or an associated area.
The person appointed will be expected to participate in the de-
velopment of new programmes in business studies in addition to the
teaching and co-ordination of existing courses.
SALARY: £8,801-£12,228.
SAL £100 p.a./marriage and £70 p.a./child allowances together with
pension.

Application material available from the Personnel Office, The Insti-
tute for Higher Education, Limerick, Ireland, to be completed
and returned by Friday, 24 February, 1978.

PLYMOUTH

COLLEGE OF SAINT MARK

Director: John Stoddart

Two Assistant Lecturers in
LIMES

Applications are invited from
qualified persons with a degree
in business studies and relevant
experience. The work involves
teaching in the Department of
Business Studies and in the
Department of Management
Studies. The successful candidate
will be expected to contribute
to the development of the
Department and to the college
as a whole.

Further details and application
forms may be obtained from the
Principal, Plymouth College,
Plymouth, PL1 1AA.

Applications close May 1, 1978.

CITY OF LIVERPOOL

COLLEGE OF HIGHER
EDUCATION

Applications are invited from
qualified persons with a degree
in business studies and relevant
experience. The work involves
teaching in the Department of
Business Studies and in the
Department of Management
Studies. The successful candidate
will be expected to contribute
to the development of the
Department and to the college
as a whole.

Further details and application
forms may be obtained from the
Principal, City of Liverpool
College of Higher Education,
Liverpool, L1 1AA.

Applications close May 1, 1978.

Colleges and
Institutes of Higher
Education continuedHILFORD AND
WORCESTER

Principal Lecturer in
..... ECONOMICS

Principal Lecturer or
Senior Lecturer or
Lecturer II in ACCOUNTING
(2 posts)

Senior Lecturer or
Lecturer II in MANAGEMENT
STUDIES

Lecturer II/Senior
Lecturer in MARKETING
ECONOMICS

PERSONNEL MANAGEMENT
BUSINESS DATA PROCESSING

Colleges and Institutes of Technology

DUNDEE COLLEGE OF TECHNOLOGY

Applications are invited from candidates with appropriate
academic and professional qualifications for the
following posts:

LECTURESHIP (A)
IN WATER ENGINEERING

The successful applicant will be expected to teach in
the general area of Water Engineering in Degree and
HNC courses in civil engineering. He/she will be
expected to develop his/her special field of interest
and undertake research in it.

LECTURESHIP (A)
IN SOIL MECHANICS AND FOUNDATION
ENGINEERING

The successful applicant will be expected to teach Soil
Mechanics and Foundation in Degree and
HNC courses in civil engineering; an interest in En-
gineering Geology could be an advantage. The person
appointed will be expected to take an active part
in developing research in his/her special field of in-
terest.

Salary: £3,688-£5,516 (bar) - £5,999 including supplements,
with initial placing dependent upon approved
prior experience. Financial assistance towards the
cost of removal expenses may be payable.

Further particulars and application form obtainable
from the Administrative Assistant (Establishment),
Dundee College of Technology, Bell Street, Dundee,
DD1 1HG, to whom completed forms should be re-
turned by 24 February, 1978.

PAISLEY COLLEGE
Department of Physics

TEMPORARY LECTURER

The post is available for a
fixed period of 18 months to
2 years. Applicants should
be holders of a degree in
Physics or Maths, and have
experience in teaching physics
at postgraduate level. The
person appointed will be
expected to contribute to the
development of the Department
and to the college as a whole.

Further details and application
forms may be obtained from the
Principal, Paisley College,
Paisley, PA1 1AA.

Applications close May 1, 1978.

CAMBRIDGE

CAMBRIDGE COLLEGE OF
ARTS AND TECHNOLOGY

Lecturer in Art and
Design

Required from September 1,
1978 to join a team responsible
for the development of a new
degree course in Art and
Design. The person appointed
will be expected to contribute
to the development of the
Department and to the college
as a whole.

Further details and application
forms may be obtained from the
Principal, Cambridge College
of Arts and Technology,
Cambridge, CB1 1AA.

Applications close May 1, 1978.

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE

Principal Lecturer in
..... ECONOMICS

Principal Lecturer or
Senior Lecturer or
Lecturer II in ACCOUNTING
(2 posts)

Senior Lecturer or
Lecturer II in MANAGEMENT
STUDIES

Lecturer II/Senior
Lecturer in MARKETING
ECONOMICS

PERSONNEL MANAGEMENT
BUSINESS DATA PROCESSING

Further details and application
forms may be obtained from the
Principal, Kent County Council
Education Committee,
Canterbury, Kent, CT1 1AA.

Applications close May 1, 1978.

Appointments
wanted

PH.D. (U.K.) M.S.
(U.S.A.)

PHYSICAL CHEMIST with
experience in teaching research
students and supervising
graduate work. Will accept
any salary. Contact: Dr. J. H.
Baker, School of Chemistry,
University of Manchester,
Oxford Road, Manchester,
M13 9PL.

Further details and application
forms may be obtained from the
Principal, University of Man-
chester, Oxford Road, Man-
chester, M13 9PL.

Applications close May 1, 1978.

Courses

A* LEVEL BIOLOGY
FIELD COURSE

1978

2nd to 20th March

For fully qualified staff,
the course will cover the
entire syllabus for A* level
biology. The course is held
at the University of Man-
chester, Oxford Road, Man-
chester, M13 9PL.

Further details and application
forms may be obtained from the
Principal, University of Man-
chester, Oxford Road, Man-
chester, M13 9PL.

Applications close May 1, 1978.

LONDON

FRENCH POSTGRADUATE
COURSES

1978

Further details and application
forms may be obtained from the
Principal, University of Man-
chester, Oxford Road, Man-
chester, M13 9PL.

Applications close May 1, 1978.

Courses

LONDON

FRENCH POSTGRADUATE
COURSES

1978

Further details and application
forms may be obtained from the
Principal, University of Man-
chester, Oxford Road, Man-
chester, M13 9PL.

Applications close May 1, 1978.

Awards

PH.D. (U.K.) M.S.
(U.S.A.)

PHYSICAL CHEMIST with
experience in teaching research
students and supervising
graduate work. Will accept
any salary. Contact: Dr. J. H.
Baker, School of Chemistry,
University of Manchester,
Oxford Road, Manchester,
M13 9PL.

Further details and application
forms may be obtained from the
Principal, University of Man-
chester, Oxford Road, Man-
chester, M13 9PL.

Applications close May 1, 1978.

Colleges of Education

CAMBRIDGE

Principal Lecturer in
..... ECONOMICS

Principal Lecturer or
Senior Lecturer or
Lecturer II in ACCOUNTING
(2 posts)

Senior Lecturer or
Lecturer II in MANAGEMENT
STUDIES

Lecturer II/Senior
Lecturer in MARKETING
ECONOMICS

PERSONNEL MANAGEMENT
BUSINESS DATA PROCESSING

Further details and application
forms may be obtained from the
Principal, Cambridge College
of Arts and Technology,
Cambridge, CB1 1AA.

Applications close May 1, 1978.

Research Posts

NATIONAL ARMY MUSEUM

Research Assistant

Required full-time for four
months in the National Army
Museum, London. The post
holder will be responsible for
the care and maintenance of
the museum's collection of
arms and armour. The post
holder will also be responsible
for the development of the
museum's research programme.
The post holder will be
expected to contribute to the
development of the museum
and to the college as a whole.

Further details and application
forms may be obtained from the
Principal, National Army
Museum, London, WC1N 3AB.

Applications close May 1, 1978.

LONDON

NATIONAL ARMY MUSEUM

Research Assistant

Required full-time for four
months in the National Army
Museum, London. The post
holder will be responsible for
the care and maintenance of
the museum's collection of
arms and armour. The post
holder will also be responsible
for the development of the
museum's research programme.
The post holder will be
expected to contribute to the
development of the museum
and to the college as a whole.

Further details and application
forms may be obtained from the
Principal, National Army
Museum, London, WC1N 3AB.

Applications close May 1, 1978.

ROYAL INSTITUTE OF
PUBLIC ADMINISTRATION

Director-General

The Institute is to appoint a new Director-General on the retirement
of the present Director-General.

Founded in 1922, the Institute is the leading body in the United
Kingdom concerned with the study and practice of public adminis-
tration. It has an annual income of more than £1 million. It
undertakes research, issues publications, including a quarterly
journal, the 'Public Administration Review', and provides a
forum for the discussion of public administration problems.
It has a wide international reputation and is a member of the
International Association of Public Administrators (IAPA).

The Director-General will be responsible for all the Institute's work,
but is to concentrate particularly on the organization of its
research, publications, and the provision of a forum for the
discussion of public administration problems. The successful
candidate will have the ability to develop such a programme and
to manage the Institute's affairs in a most efficient manner.

The salary envelope is £12,000. The post is permanent.

Applications should be sent in confidence to the Chairman,
Hamilton House, Maitland Place, London WC1N 3ED.

Applications close May 1, 1978.

SOCIAL SCIENCE
GRADUATES

Applications are invited from young social science graduates for a
Scheme of Graduate Research Fellowships. The successful
candidate will work as part of a team providing the
sociological and human geographical research and the Planning
Committee of SSCRC.

The staff of the committee are not themselves engaged in research
but provide support for the Committee which assesses applications for
grants to support research projects being undertaken in universities
and independent institutions and which are involved with a variety
of other matters relating to research in the field which they cover.
Applicants should normally be under 27, have a good honours
degree in a relevant social science subject and should be interested
in research in social science administration. Some experience in adminis-
tration or research would be an added advantage.

Salary scale £2,073-£4,514 per annum (including Inner London Weight-
ing and Pay Supplement). Starting salary may be above the mini-
mum depending on class of degree and experience. The hours of
duty are 20 per week, excluding lunch hours and the leave allowance
is 20 days plus public and statutory holidays. The Council has
its own non-contributory pension scheme.

Application forms and further details may be obtained from:
Mrs Vera Davies (Ref. 501),
SOCIAL SCIENCE RESEARCH COUNCIL,
1 Temple Avenue, London, EC4A 3DB.
Telephone 01-832 8224.
Closing date for applications: February 16, 1978.

TRENT
POLYTECHNIC
NOTTINGHAM

Library and Information Services

SENIOR LIBRARY ASSISTANT

(£2,020-£2,853 plus supplements of £312
and 5 per cent (min. £130 p.a.)

Application: are invited for the above post
which involves responsibility for supervising
the audio visual equipment throughout
the Polytechnic library together with all
air recording, slide-making and general
non-professional duties.

Further details and

Rhodes University

Grahamstown
South Africa

Applications are invited for the following posts from July 1, 1978, or as soon as possible thereafter:

STELLA AND PAUL LOEWENSTEIN CHAIR OF DEVELOPMENT STUDIES
(for five years initially)

SENIOR LECTURER/LECTURER IN BUSINESS ADMINISTRATION

SENIOR LECTURER/LECTURER IN COMPUTER SCIENCE

SENIOR LECTURER/LECTURER IN EDUCATION

SENIOR LECTURER/LECTURER IN GEOGRAPHY (from January 1, 1979)

SENIOR LECTURER/LECTURER IN LINGUISTICS

SENIOR LECTURER/LECTURER IN MATHEMATICAL STATISTICS

SENIOR LECTURER/LECTURER IN PSYCHOLOGY (from January 1, 1979)

(Specialization in Industrial Psychology)

SENIOR LECTURER/LECTURER IN ZOOLOGY

LECTURER/JUNIOR LECTURER IN ANTHROPOLOGY (from January 1, 1979)

LECTURER/JUNIOR LECTURER IN ORGANIC CHEMISTRY

LECTURER/JUNIOR LECTURER IN PHARMACEUTICAL MICROBIOLOGY

(from January 1, 1979)

The salary scales are:—

Professor

R10,800 by R450 to R12,800 by R600 to R13,800 per annum

Senior Lecturer

R8,460 by R360 to R9,800 by R450 to R11,250 per annum

Lecturer

R5,300 by R360 to R9,180 per annum

Junior Lecturer

R4,920 by R180 to R5,100 by R240 to R6,300 by R360 to R6,860 per annum
(Note: £1 sterling equals approximately R1.59)

The initial salary in each case will be determined according to qualifications and experience. In addition a supplement of 10 per cent on the above scales and a vacation savings bonus are payable. The successful applicants will become members of the University's pension and medical aid schemes.

Further particulars and application forms may be obtained from the South African Universities Office, Chichester House, 278 High Holborn, London, Telephone: 01-242 1786. One copy of the application should be sent to the South African Universities Office and one copy together with a recent photograph direct to the Registrar, Rhodes University, Grahamstown, South Africa, by March 15, 1978.

ASIAN INSTITUTE OF TECHNOLOGY
BANGKOK

The AIT, established in 1959, is situated in Thailand on a 400 acre campus 42 km north of Bangkok. The Institute is an international autonomous, postgraduate engineering institution governed by an International Board of Trustees. Students from twenty Asian countries and an international faculty are involved in advanced education in engineering, science, and allied fields. The Institute's plant and laboratories are well equipped. Support for AIT comes from twenty governments throughout the world and numerous international organizations. Two Australian serve on the Institute Board of Trustees and link arrangements have been established with a number of universities in Australia. The Australian Government under an aid grant of \$2 million is providing funds for Australian staff positions, for which the University of Wollongong will act as the sponsoring agency.

LANGUAGE AND MEDIA CENTRE

Applications are invited from Australian citizens for appointment to the following positions in the above Centre:

Faculty Staff (2 positions) (Ref. A1/78)

Applicants should be prepared to work as a member of a small team in both the conducting of technical English language classes and the production and testing of material. A postgraduate qualification relevant to the teaching of English as a second language would be an advantage, and the successful applicant will almost certainly have had considerable experience, preferably at university level.

Media Specialist (Ref. A2/78)

Applicants will be expected to set up and administer an audio-visual service for the Institute, with particular emphasis on TV work. The successful applicant will probably have a postgraduate qualification relevant to the teaching of English as a second language, and will be expected to have had several years' practical experience in the field. Preference will be given to applicants with a background in the production and pre-production of materials rather than those with a technical background, though some technical knowledge would be an advantage.

For the above positions, 2 year renewable contract appointments are available with attractive conditions and negotiable Australian based salaries. Levels of appointment will depend on qualifications and experience. Background from present appointments is negotiable. Applications should include curriculum vitae and the names and addresses of three referees should be sent, before 1st March, 1978, to the Academic Appointments Office, University of Wollongong, P.O. Box 1144, Wollongong, N.S.W., 2500, from whom further information is available. Please mark envelope "Confidential—AIT Appointment".

TECHNICIANS

Teaching Positions in Algeria
The Council of the Caulfield Institute of Technology is seeking to fill the position of Director following the appointment of the recent incumbent as Vice-President of the Victoria Institute of Colleges. Council invites applications from interested parties and would welcome the names of persons whom Council may contact.

LECTURERS

Needed: 3rd Army Technology Training School. Requires teaching and field experience for teaching: ... plant maintenance, steam generation, steam and gas turbines, chemical and refinery operations, instrumentation/process control, gas regulation, measurement/pre-treatment, LNG storage/handling, workshop technology.

\$24,000 minimum base; several months to 2 year contracts in- cluding paid housing/air passage/leave; family allowances/one month annual vacation/holiday/round trip vacation fare/medical insurance. Submit detailed resume, salary history, and availability for interviews to: Dr. John A. Tope, Dept. D, Director-Education Services, Institute of Gas Technology, 3424 S. State Street, Chicago, Illinois 60616.

OVERSEAS
TEACHING POSTSThe British Council invites applications for the following posts:
LECTURER IN ENGLISH (SOUTH AFRICA)

University of Fort Hare, Alice. Lecturer to run Practical English Course for Xhosa-speaking students. Degree in English and experience of tertiary level English teaching essential. One-year University qualification in TESL desirable. Single candidates only.

Salary: £4,480 to £8,514 per annum approximately. Benefits: Free furnished accommodation, employer's portion of United Kingdom superannuation; three-year contract. 77 HU 62

ELT ADVISER

(CAMEROON)

South West Provincial Delegation for Education, Buea. To advise on English Language teaching at Primary, Secondary and Teacher Training levels. Degree, teaching qualification and M.A. in Applied Linguistics (or one-year University diploma in TEFL/TESL); at least 4 years' relevant experience, preferably overseas and in teacher training. Good French.

Salary: £4,589 to £5,618 per annum plus 10 per cent inducement.

Benefits: Personal and children's allowances; free furnished accommodation; two-year contract. 77 HU 9

LECTURERS IN TECHNICAL SUBJECTS (NIGERIA)

Heads of Department, Senior Lecturers and Lecturers in Civil Engineering and Building Environmental Studies; Senior Lecturers, Lecturers in

Mechanical and Production Engineering, Electrical and Electronics Engineering, Maritime College of Science and Technology, Benin, Nigeria. To set up, organize, teach courses in this recently established but rapidly developing institutions.

Qualifications: good degree or equivalent qualification plus teaching experience.

Salaries: Head of Department, Naira 8,808 to 9,828 per annum; Senior Lecturer, Naira 7,104 to 7,752 per annum; Lecturer, Naira 5,460 to 5,940 per annum (£1 equals Naira 14.14 present rate of exchange).

Bonuses: 10 per cent to 15 per cent contract addition and 15 per cent gratuity; low rental housing; loan. Two-year contracts, renewable.

Benefits: 10 per cent to 15 per cent contract addition and 15 per cent gratuity; low rental housing; loan. Two-year contracts, renewable.

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LETTERS TO THE EDITOR

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